

Chapter Planning Guide



Key to Ability Levels

BL Below level

OL On level

AL Above level

ELL English
Language Learners

Key to Teaching Resources

Print Material

CD-ROM

DVD

Transparency

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Section 4	Chapter Assess
BL	OL	AL	ELL								
					FOCUS						
BL	OL	AL	ELL		Daily Focus Skills Transparencies		7-1	7-2	7-3	7-4	
					TEACH						
BL	OL		ELL		Reading Essentials and Note-Taking Guide*		p. 64	p. 67	p. 70	p. 72	
	OL	AL			Economics Activity, URB					p. 5	
		AL			Enrichment Activity, URB					p. 13	
	OL	AL			Primary Source Reading, URB		p. 15	p. 15	p. 15	p. 15	
BL	OL	AL	ELL		Content Vocabulary Activity, URB*	p. 45	p. 45	p. 45	p. 45	p. 45	
BL	OL	AL	ELL		Academic Vocabulary Activity, URB	p. 47	p. 47	p. 47	p. 47	p. 47	
	OL				Biography Activity, URB				p. 49	p. 49	
BL	OL	AL	ELL		Writing Skills Activity, URB		p. 51				
	OL	AL			Critical Thinking Skills Activity, URB				p. 53		
BL	OL	AL	ELL		Chart, Graph, and Map Skills Activity, URB		p. 55				
BL	OL	AL	ELL		Differentiated Instruction, URB			p. 57			
BL	OL	AL	ELL		School-to-Home Connection Activity, URB*	p. 59	p. 59	p. 59	p. 59	p. 59	
BL	OL		ELL		Guided Reading Activities, URB*		p. 63	p. 64	p. 65	p. 66	
BL	OL	AL	ELL		Writer's Guidebook	✓	✓	✓	✓	✓	✓
	OL	AL			Primary Source Document Library CD-ROM	✓	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Vocabulary PuzzleMaker CD-ROM	✓	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Daily Lecture & Discussion Notes (in Pres. Plus)		✓	✓	✓	✓	✓
BL	OL	AL	ELL		StudentWorks™ Plus DVD		✓	✓	✓	✓	✓
BL	OL	AL	ELL		Section Video Program		✓	✓	✓	✓	
BL	OL	AL	ELL		TIME Interpreting Political Cartoons Transp.				Ch. 7		
BL	OL	AL	ELL		Writing Process Transparencies	✓	✓	✓	✓	✓	✓

Note: Please refer to the *Unit Resource Book: The National Government* for this chapter's URB materials.

* Also available in Spanish



- Interactive Lesson Planner
- Interactive Teacher Edition
- Fully editable blackline masters
- Section Spotlight Videos Launch
- Differentiated Lesson Plans
- Printable reports of daily assignments
- Standards Tracking System

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Section 4	Chapter Assess
BL	OL	AL	ELL								
					TEACH <i>(continued)</i>						
Teacher Resources					Building Academic Vocabulary	✓	✓	✓	✓	✓	✓
					Strategies for Success	✓	✓	✓	✓	✓	✓
					Teachers Guide to Differentiated Instruction	✓	✓	✓	✓	✓	✓
					Graph Tool CD-ROM	✓	✓	✓	✓	✓	✓
					Presentation Plus! DVD	✓	✓	✓	✓	✓	✓
					ASSESS						
BL	OL	AL	ELL		Quizzes and Tests*		p. 76	p. 77	p. 78	p. 79	p. 80
BL	OL	AL	ELL		Authentic Assessment with Rubrics					p. 11	
BL	OL	AL	ELL		Standardized Test Practice		p. 13	p. 13	p. 13	p. 13	p. 13
BL	OL	AL	ELL		ExamView® Assessment Suite CD-ROM		7–1	7–2	7–3	7–4	Ch. 7
BL	OL	AL	ELL		Interactive Tutor Self-Assessment CD-ROM	✓	✓	✓	✓	✓	✓
					CLOSE						
BL			ELL		Reteaching Activity, URB*		p. 61	p. 61	p. 61	p. 61	
BL	OL		ELL		Reading and Study Skills Foldables™ Activity	p. 62			p. 63	p. 63	
BL	OL	AL	ELL		Civics Today in Graphic Novel	p. 21	p. 21				
BL	OL	AL	ELL		Graphic Organizer Transparencies & Strategies	✓	✓	✓	✓	✓	✓

Student Web Activities

Technology Product:

The Glencoe Web site provides Web activities to students that reinforce and enrich chapter content. The Student Web Activities

- introduce topic relevant to chapter content, along with link to Web sites that provide information about the topic;
- prompts students to complete tasks specific to the activity;
- assess student comprehension of the material.

Objectives

The Student Web Activities help students

- learn online research and study skills;
- practice reading and comprehension skills.

Steps

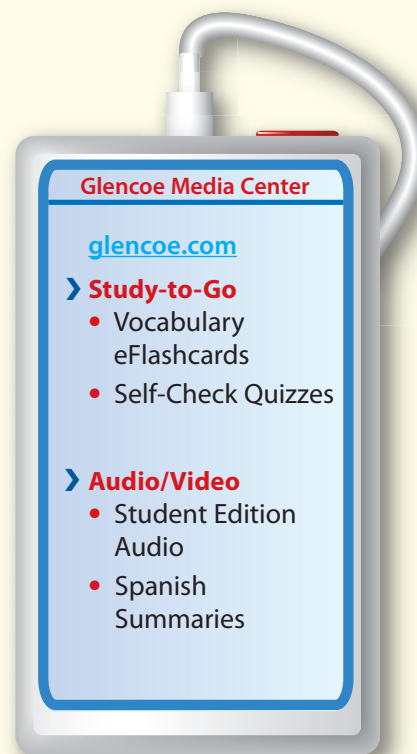
Provide students with the following steps to complete the activities:

- Locate the Web page for the textbook being studied on the Glencoe Web site glencoe.com.
- Click on **Student Center** under the textbook title.
- In the Student Center, select a unit from the Unit Resources menu and a chapter from the Chapter Activities menu using the drop-down arrows.
- Click on the **Student Web Activities** link.
- Have students complete the activity on the page, clicking on the featured Web link for the chapter selected and answering the activity questions.

Provide students with an e-mail address to submit their answers for grading.



	Student	Teacher	Parent
Beyond the Textbook	•	•	•
Chapter Overviews	•	•	•
Concepts in Motion	•		•
ePuzzles and Games	•		•
Glencoe Teaching Today		•	
Literature Connections		•	
Multi-Language Glossaries	•		•
Online Student Edition	•	•	•
Section Videos	•	•	•
Self-Check Quizzes	•		•
Student Web Activities	•		•
Study Central™	•		•
TIME Current Events	•		•
Vocabulary eFlashcards	•		•
Web Activity Lesson Plans		•	



Reading List Generator CD-ROM

GLENCOE BOOKLINK 3

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students' reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

Leveled reading suggestions for this chapter:

For students at a Grade 7 reading level:

- *The White House: An Illustrated History*, by Catherine O'Neill Grace

For students at a Grade 8 reading level:

- *Our Country's Presidents*, by Ann Bausum

For students at a Grade 9 reading level:

- *You Are the President*, by Nathan Aaseng

For students at a Grade 10 reading level:

- *America's Third-Party Presidents*, by Nathan Aaseng

For students at a Grade 11 reading level:

- *Presidential Leadership: Rating the Best and the Worst in the White House*, by James Taranto

READING SUPPORT FROM JAMESTOWN EDUCATION

- **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.
- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.
- **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.
- **Content Vocabulary Workout** (Grades 6–8) accelerates reading comprehension through focused vocabulary development. Social Studies content vocabulary comes from the glossaries of Glencoe's Middle School Social Studies texts. www.jamestowneducation.com

KEY Teacher Wraparound

Use this key to help you identify the different types of prompts found in the Teacher Wraparound Edition.

R **Reading Strategies** activities help you teach reading skills and vocabulary.

C **Critical Thinking** strategies help students apply and extend what they have learned.

D **Differentiated Instruction** activities provide instruction for students learning to speak English, along with suggestions for teaching various types of learners.

S **Skill Practice** strategies help students practice historical analysis and geography skills.

W **Writing Support** activities provide writing opportunities to help students comprehend the text.

Teaching strategies and activities have been coded for ability level appropriateness.

AL Activities for students working above grade level

OL Activities for students working on grade level

BL Activities for students working below grade level

ELL Activities for English Language Learners

Focus

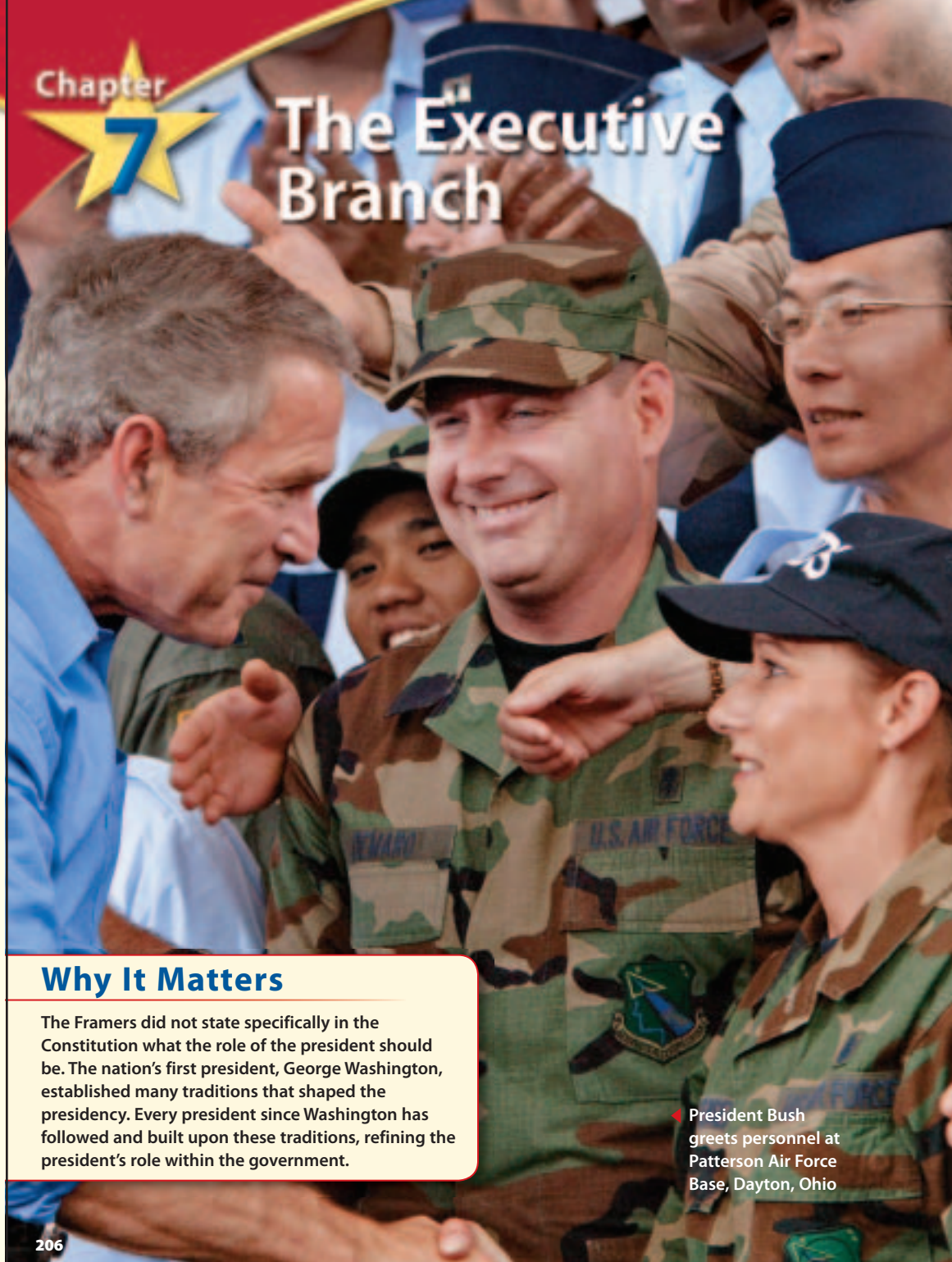
Why It Matters

Ask: What does each president have the obligation and the opportunity to do? (Answers may include the idea that each president is obligated to follow and honor the traditions that have shaped the presidency and that each has the opportunity to shape the office for those who will follow and to respond to current national needs.)

More About the Photo

Visual Literacy In this photograph, students see the president greeting members of the armed forces. Tell students that they will learn that one of the president's roles is acting as commander in chief of the nation's military. Have them discuss why it is important for the commander in chief to have "face time" with those serving in the military.

The Executive Branch



Why It Matters

The Framers did not state specifically in the Constitution what the role of the president should be. The nation's first president, George Washington, established many traditions that shaped the presidency. Every president since Washington has followed and built upon these traditions, refining the president's role within the government.

President Bush greets personnel at Patterson Air Force Base, Dayton, Ohio

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Teach

BIG Ideas As you begin teaching each section, use these questions and activities to help students focus on the Big Ideas.

Section 1

The President and the Vice President

Ask: What qualities are needed in the person who is president of the United States? (Answers may include the idea that the person must be able to lead, to learn

quickly, and to make difficult decisions.) Point out that in Section 1 students will learn who can run for president, how the president is elected, and what Americans expect of their presidents. **AL**

Section 2

The President's Job **Ask:** What do you know about the president's roles and responsibilities? (Answers may include implementing or vetoing legislation, acting as commander in chief, and representing the nation abroad.) Tell students that in Section 2 they will learn about the ways the president serves the nation. **OL**

BIG Ideas

Section 1: The President and Vice President

The Constitution gives the executive branch the power to execute, or implement, the law. The president holds one of the most powerful and important elective offices in the world.

Section 2: The President's Job

The Constitution gives the executive branch the power to execute, or implement, the law. The president fills many different roles.

Section 3: Making Foreign Policy

Under our federal system, the executive, legislative, and judicial branches share the responsibility of governing the nation. The president and Congress have important roles in making foreign policy.

Section 4: Presidential Advisers and Executive Agencies

The Constitution gives the executive branch the power to execute, or implement, the law. Thousands of employees and advisers help the president.

FOLDABLESTM Study Organizer

Dinah Zike's Foldables

Purpose This Foldable helps students learn and record the roles presidents fill as they serve the nation. The completed Foldable will form a booklet to help students review the responsibilities of the office of president. **OL**

More Foldables activities for this chapter can be found in the *Dinah Zike's Reading and Study Skills Foldables* ancillary.

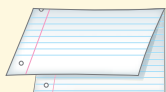
Civics ONLINE

Introduce students to chapter content and key terms by having them access the **Chapter Overview** at glencoe.com.

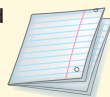
FOLDABLESTM Study Organizer

Organizing Information Study Foldable Make the following Foldable to help you organize information about the U.S. president and the executive branch of government.

Step 1 Fold a sheet of paper in half from top to bottom with edges evenly together.



Step 2 Then fold the paper in half from side to side.



Step 3 Label the Foldable as shown.



Reading and Writing

As you read the chapter, record the different roles the president plays in government as he or she fulfills the requirements of this office.

Section 3

Making Foreign Policy Ask: **Why is it important for the president to maintain good relationships with foreign nations?** (Answers may include the need for cooperation among nations in trade, in solving global problems, and in policing the world.) Explain that in Section 3 students will learn about the tools the president uses to shape foreign policy. **AL**

Section 4

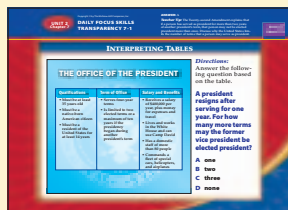
Presidential Advisers and Executive Agencies Ask: **Who are the president's advisers?** (Answers may include the First Lady, the cabinet, and other bureaucrats.) Explain that in Section 4 students will learn about the people who advise the president. **OL**

Focus



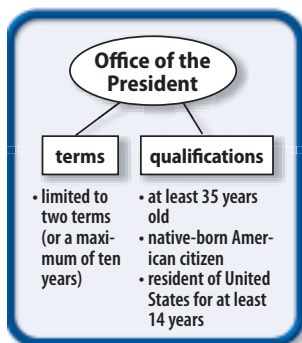
Bellringer

Daily Focus Transparency 7-1



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about the president and the vice president, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

The Constitution gives the executive branch the power to execute, or implement, the law.

Content Vocabulary

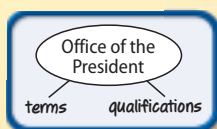
- Electoral College (p. 210)
- elector (p. 210)

Academic Vocabulary

- display (p. 210)
- outcome (p. 210)

Reading Strategy

Describing As you read this section, describe the qualifications and terms of office for the president by completing the graphic organizer below.



The President and Vice President

Real World Civics Any child born in the United States can grow up to become president. It is considered the most powerful job in the world. Would you want it? George W. Bush did. After serving six years as governor of Texas, he became president in 2001. He won a close race for election, winning the recount of votes in Florida that triggered a Supreme Court case. He and Vice President Richard Cheney then were reelected in 2004.

▼ The candidates and their spouses greet the 2004 Republican convention



R Reading Strategies

Teacher Edition

- Making Connections, pp. 209, 211, 212
- Ac. Voc., p. 210

Additional Resources

- Pri. Source Act., URB p. 15
- Cont. Vocab., URB p. 45
- Ac. Voc., URB p. 47
- Guid. Read., URB p. 63

C Critical Thinking

Teacher Edition

- Making Inferences, p. 209
- Pred. Consequences, p. 213

Additional Resources

- Quizzes and Tests, p. 76

D Differentiated Instruction

Teacher Edition

- Adv. Learners, p. 210
- EL, p. 212

Additional Resources

- Reteach. Act., URB p. 61
- School-to-Home Conn., URB p. 59
- Graphic Novel, p. 21

W Writing Support

Teacher Edition

- Personal Writing, p. 210

Additional Resources

- Writing Skills Act., URB p. 51

S Skill Practice

Teacher Edition

- Interp. Graphics, p. 211

Additional Resources

- Chart, Map, and Graph Activity, URB p. 55
- Daily Focus Trans., 7-1

The Office of the President

Main idea As the head of the executive branch of our federal government, the president holds one of the most powerful and important elective offices in the world.

Civics & You What qualifications do you think a president should have? Read this section to find out what Americans have come to expect from their presidents.

The president heads the executive branch of the United States government. The presidency is the top political job in the country. Because of the power and global influence of the United States, the president is generally considered to hold the most important job in the world. Our country's first president was George Washington. Just as the nation has grown tremendously since that time, so has the office of the presidency.

The U.S. Constitution lists only three rules about who can become president of the United States. A person must be (1) at least 35 years old, (2) a native-born American citizen, and (3) a resident of the United States for at least 14 years. By law, anyone who meets these qualifications can become president.

Characteristics of Presidents Almost all our presidents have shared similar characteristics. So far, every American president has been a white male. All but one have been Protestant Christians. Most have won elections before. Most have had a college education. Many have been lawyers. Most came from states with large populations.

Only in the past few decades has the presidency become a possibility for a wider group of Americans. John F. Kennedy became the first Catholic president in 1960. In 1984 the Democratic Party nominated Geraldine Ferraro as its first female vice-presidential candidate. In 2000 the Democrats nominated Connecticut senator Joseph Lieberman as the first Jewish candidate for vice president.

President for Life Former presidents are often called upon to attend official ceremonies as former presidents Carter, Bush, Clinton, and Ford do here. **Identifying** What would happen if a person who came to this country as an immigrant wanted to run for president?



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Teach

C Critical Thinking

Making Inferences Ask: Why is having won earlier elections a characteristic of most presidents? (Candidates who have won earlier elections have greater name recognition than newcomers to politics and refer to their experiences governing as they campaign.) **OL**

R Reading Strategy

Making Connections Ask: What American ideal does this widening field of presidential candidates reflect? (It reflects the ideal of equal opportunity for all, regardless of race, religion, or gender.) **AL**

Caption Answer:

Under current Constitutional requirements, the immigrant could not run for president.

Differentiated Instruction

Creating a Double-Bar Graph

- Objective:** To identify the uses of and interpret double-bar graphs
- Focus:** Have students suggest tasks that require comparing and contrasting numerical information.
- Teach:** Guide students to interpret the graph using the bulleted instructions.
- Assess:** Check accuracy of students' graphs.
- Close:** Have students rephrase the instructions for creating double-bar graphs.

Differentiated Instruction Strategies

- BL** For which president did the electoral and popular votes vary most? For which were they closest?
- AL** What other kinds of graphs could you use to express the information in the graph you created on page 56?
- ELL** Which is the x-axis of the graph—the left-to-right line or the bottom-to-top line? Which is the y-axis?

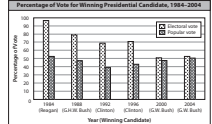
Chart, Graph, and Map Skills Activity 7

Creating a Double-Bar Graph

- Learning the Skill**
- Double-bar graphs measure and display two sets of data side by side. The height of the two bars indicates the difference between the items being measured. Double-bar graphs show how the items being measured have changed in relation to each other over time. To create a double-bar graph, use the following steps:
 - Define the two sets of data to be displayed in your graph.
 - Examine your data to determine the number range that you will show along the graph's y-axis.
 - From your data, select the items to measure and write them on the graph's x-axis.
 - Use your data to draw the bars of your graph, distinguishing between the two parts of each double bar by using coloring or shading. Include a key that explains this information.

Practicing the Skill

Directions: Read the information on the double-bar graph below, and then answer the questions that follow in the space provided.



Chart, Graph, and Map Skills Activity 7, URB pp. 55-56

D Differentiated Instruction

Advanced Learners Have students look up the word “college” in a dictionary.

Ask: Which definition of “college” helps you understand the term “electoral college”? (The definition of college as a body or group of people considered by tradition or law to be a unit will help students understand the term.) **AL**

R Reading Strategy

Academic Vocabulary **Ask:** What synonyms for “display” fit this context? (Answers may include “present” and “show.”) **ELL BL**

W Writing Support

Personal Writing Have students write several paragraphs to answer this question: **Does every vote count in a presidential election? Explain.** (Students should realize that because the votes of the Electoral College actually elect the president, rather than the popular votes, every vote does not count.) **OL**

Caption Answer:

Answers may include any of the responsibilities discussed in Section 2. Students should give reasons for their answers.

Hands-On Chapter Project Step 1

The Role of the Cabinet

Step 1: Determining the Makeup of the Cabinet The class will research the president’s cabinet to learn what positions it is made of.

Directions Tell students that later in the chapter, they will learn about the people that advise the president. In this step of the project, they will use books and Internet sources to find out and record the positions

Presidential Elections

Presidential elections take place every four years in years evenly divisible by the number four—for example, 2000, 2004, and 2008.

D The Constitution does not provide for direct popular election of the president. Instead, it set up an indirect method of election called the **Electoral College**. The Constitution says that each state “shall appoint” **electors**, who then vote for one of the major candidates. Although the ballot will **display**, or show, the names of the presidential candidates, you are **R** actually voting for a list of presidential electors pledged to that candidate.

Electoral College System

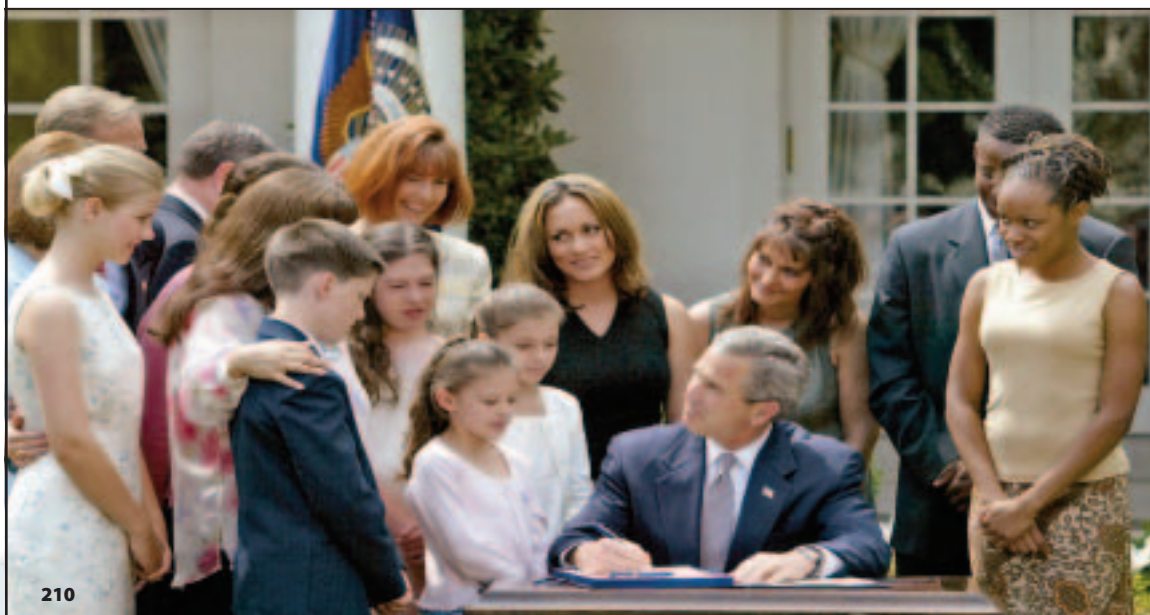
Each state has as many electoral votes as the total of its U.S. senators and representatives. (Washington, D.C., has three electoral votes.) The Electoral College includes 538 electors. In almost every state, the Electoral **W** College is a “winner-take-all” system. Even if a candidate wins the popular vote by just

a tiny majority, that candidate usually gets all of the state’s electoral votes. Under this system, the electoral votes of a few small states can decide the **outcome**, or result, of a close election.

To be elected president or vice president, a candidate must receive half of the 538 electoral votes available. This means that a candidate needs 270 votes to win. If no candidate gets an electoral college majority, the House of Representatives votes on the candidates, with each state delegation casting only a single vote. This has happened twice—in 1800 and in 1824.

Although the winning presidential candidate is usually announced on the same evening as the popular election, the formal election by the Electoral College does not take place until December, when the electors meet in each state capital to cast their ballots. Congress counts the electoral votes and declares the winner as the next president. You will read more about the Electoral College system in Chapter 10.

Signs Bills into Law One responsibility of the president is to carry through the work of Congress by signing bills into law that affect the lives of young Americans such as these. **Analyzing** What do you think is the most important duty of the president?



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on the cabinet. Before they begin, explain the use of the title “Secretary” and the meaning of the word “cabinet” in this context.

Identifying Have students use library books or Internet sources such as <http://www.whitehouse.gov/government/cabinet.html> to learn about the fifteen cabinet positions. Tell students to list the areas of expertise and the person who currently serves in the position. **OL**

(Project continued in Section 2)

Presidential Succession

Graphs in Motion

See StudentWorks™ Plus or glencoe.com.

ORDER OF SUCCESSION

- 1 Vice President
- 2 Speaker of the House
- 3 President *pro tempore* of the Senate
- 4 Secretary of State
- 5 Secretary of the Treasury
- 6 Secretary of Defense
- 7 Attorney General
- 8 Secretary of the Interior
- 9 Secretary of Agriculture
- 10 Secretary of Commerce
- 11 Secretary of Labor
- 12 Secretary of Health and Human Services
- 13 Secretary of Housing and Urban Development
- 14 Secretary of Transportation
- 15 Secretary of Energy
- 16 Secretary of Education
- 17 Secretary of Veterans Affairs
- 18 Secretary of Homeland Security*

*The order of this position may change, pending congressional legislation.

Source: Nelson, Ed. *The Presidency A to Z*, 3rd ed. (Washington, D.C.: CQ Press, 2003).



Fourteen vice presidents have become president. Five former vice presidents were elected president. Four vice presidents succeeded to the presidency upon the assassination of the incumbent: Andrew Johnson for Abraham Lincoln in 1865, Chester Arthur for James Garfield in 1881, Theodore Roosevelt for William McKinley in 1901, and Lyndon Johnson for John F. Kennedy in 1963.



A. Lincoln



A. Johnson

Four vice presidents inherited the presidency after the natural death of the incumbent: John Tyler for William Henry Harrison in 1841, Millard Fillmore for Zachary Taylor in 1850, Calvin Coolidge for Warren Harding in 1923, and Harry S. Truman for Franklin Roosevelt in 1945.



F.D. Roosevelt



H.S. Truman

Ratified in 1967, the Twenty-fifth Amendment established the order of succession to the presidency and spelled out what happens when the vice presidency becomes vacant. In 1974, Gerald Ford became the first president to take office under its provisions. Ford succeeded to the presidency after Richard Nixon resigned during the Watergate scandal.



R. Nixon



G. Ford

Analyzing Charts

1. **Evaluating** Why is a line of succession for the presidency important?
2. **Explaining** Why did Andrew Johnson succeed President Lincoln?

Reading Strategy

Making Connections Ask: Who are the people listed in numbers 4 through 18 in the order of succession? (They are the secretaries of the president's cabinet.) **OL**

Skill Practice

Interpreting Graphics Ask: How does each box in the right-hand column relate to the box captioned "Order of Succession" in the left-hand column? (The top and middle boxes in the right-hand column give examples of times when an order of succession was needed. The bottom box explains when and why the order of succession was established.) **AL**

Analyzing Charts

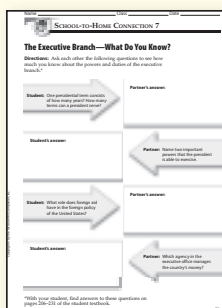
Answers:

1. It ensures a smooth transfer of authority in case of the death or incapacitation of a president.
2. Lincoln was assassinated while still in office, so Johnson assumed the position and responsibilities of president.

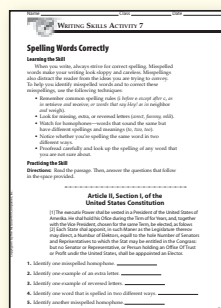
Differentiated Instruction

Leveled Activities

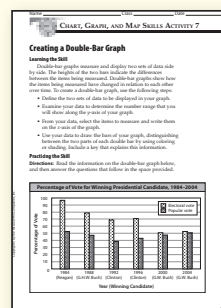
BL School-to-Home Activity 7, URB pp. 59–60



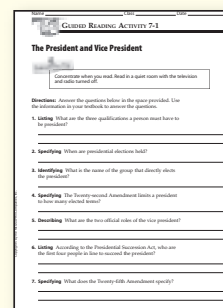
OL Writing Skills Activity 7, URB pp. 51–52



AL Chart/Graph/Map Activity 7, URB pp. 55–56



ELL Guided Reading Activity 7-1, URB p. 63



R Reading Strategy

Making Connections Ask: What important international event occurred during Franklin D. Roosevelt's terms in office? (World War II) **OL**

D Differentiated Instruction

English Learners Tell students that Camp David can serve as a retreat for the president but often serves as a private place where the president, his or her advisors, and decision makers from other nations meet to consider pressing problems and suggest solutions. Ask students to discuss if they think this more informal meeting place is necessary. **ELL**

Reading Check Answer: 10 years

Caption Answer:

Early presidents did not travel the long distances that today's presidents cover, nor did they have the technology to travel quickly that today's presidents enjoy.

Additional Support

Term of Office

Presidents serve four-year terms. Originally the Constitution placed no limits on how many terms a president could serve. The nation's first president, George Washington, served for eight years and then refused to run for a third term. Following Washington's example, no president served more than two terms until 1940, when Franklin D. Roosevelt ran for and won a third term. In 1944 Roosevelt won a fourth term. The Twenty-second Amendment, ratified in 1951, limits each president to two elected terms in office, or a maximum of 10 years if the presidency began during another president's term.

Salary and Benefits

The president receives a salary of \$400,000 per year, plus money for expenses and travel. The president lives and works in the White House. A domestic staff of more than 80 people takes care of the president's family.

The president has use of Camp David, an estate in the Catoctin Mountains of Maryland, about 60 miles north of Washington, D.C. When presidents travel, they command a fleet of special cars, helicopters, and airplanes. For long trips, the president uses *Air Force One*, a specially equipped jet.

The Vice President

The vice president is elected with the president through the Electoral College system. The qualifications for the office are the same as those for the presidency. The Constitution gives little authority to the vice president. Article I states that the vice president shall preside over the Senate and vote in that body in case of a tie. If the president dies, is removed from office, falls seriously ill, or resigns, the vice president becomes president.

Reading Check Identifying What is the maximum number of years that a U.S. president can serve?

Presidential Succession

Main Idea The office of the president has an established order of succession.

Civics & You Do you know what happens when a president dies or is forced to leave office? Read to find out how the Constitution answers this question.

In 1841 William Henry Harrison became the first president to die in office. His death raised many questions. While the Constitution says that the vice president should assume the "powers and duties" of the presidency, no one was sure what that meant. Should the vice president remain as vice president while doing the president's job? Should the vice president become president? Should a special election be called to elect a new president?

Vice President John Tyler settled these questions. He declared himself president, took the oath of office, and served out the remainder of Harrison's term. Since Tyler's time, eight other vice presidents have taken over the presidency following the death or resignation of a president.

Executive Travel President Bush walks from the White House to *Marine One* to fly to a fund-raiser within an hour. **Speculating** How might this be different than an early president's travel?



Did You Know?

Presidential Term Limits George Washington established the two-term tradition that became law with the ratification of the Twenty-second Amendment to the Constitution. As president, Washington discussed problems thoroughly and listened to the advice of people from different parties. He considered himself separate from party influence. Washington's administration was marked by ceremony. Some critics accused

him of behaving as if he were a king whose power would last his life. However, Washington had to be pressed into serving a second term as president and refused to stand for a third term. In 1796, worn out from service and impatient with partisan politics, Washington submitted his Farewell Address to the nation and retired to his farm, where he worked until his death on December 12, 1799.

Advanced students may wish to read Washington's Farewell Address, which they can access at <http://www.britannica.com/eb/article-9116980/Document-George-Washington-Farewell-Address>, and to summarize his final words of advice to the nation for the class.

Presidential Succession Act

In 1947 Congress passed the Presidential Succession Act, which indicates the line of succession after the vice president. According to this law, if both the president and vice president die or leave office, the Speaker of the House becomes president. Next in line is the president pro tempore of the Senate, then the secretary of state and other members of the cabinet.

Twenty-fifth Amendment

Remaining questions about presidential succession were answered by the passage of a constitutional amendment. The Twenty-fifth Amendment, ratified in 1967, says that if the president dies or leaves office, the vice president becomes president. The new president then chooses another vice president. Both the Senate and House of Representatives must approve the choice. This amendment also gives the vice president a role in determining

whether a president is disabled and unable to do the job. Should that occur, the vice president would serve as acting president until the president is able to go back to work.

The Twenty-fifth Amendment has been used only three times. In 1973 Vice President Spiro Agnew resigned. President Richard Nixon replaced him with Gerald Ford, a representative from Michigan, and Congress approved the nomination. When Nixon resigned from the presidency in 1974, Ford became the new president. Ford then nominated Nelson A. Rockefeller, former governor of New York, to be his vice president. In 1985 President Ronald Reagan informed Congress that he would need to undergo surgery and would be unable to carry out his presidential duties. As a result, Vice President George H.W. Bush served as acting president for about eight hours.

Reading Check Describing What was the purpose of the Twenty-fifth Amendment?

C Critical Thinking

Predicting Consequences Ask: What would happen if the president were temporarily unconscious because of injury or illness? (The vice president would assume the president's responsibilities until the president was well again.) **OL**

Reading Check Answer: It provides a process for choosing a new vice president in the event that the former vice president has succeeded to the office of president, and gives the vice president a role in deciding whether the president is unable to serve because of incapacitation.

Section Review 1

Vocabulary

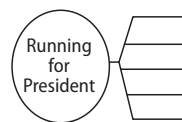
- Write** complete sentences about the United States presidency using each of the following terms: *Electoral College*, *elector*.

Main Ideas

- Analyzing** Why do you think the president is elected rather than appointed by Congress?
- Identifying** Who are the first four officers in the line of succession to the presidency? Who is last in line?

Critical Thinking

- Analyzing** Candidates for president are not usually drawn to the office because of the salary. Why do you think these people run for office?
- BIG Ideas** In a graphic organizer like the one below, identify the main qualifications for running for the office of president of the United States.



CITIZENSHIP Activity

- Expository Writing** What qualifications or characteristics do you think a president should have? Which of the recent presidents, if any, have had these qualifications or characteristics? Write a one-page essay in which you answer these questions.



Study Central™ To review this section, go to glencoe.com.

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Summarizing Have students develop a summary of the history of the office of president, based on what they learned in this section. **OL**

Section 1 Review

Answers

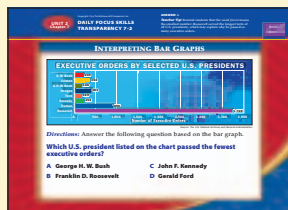
- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- The president, or executive branch, should serve as a check on the legislative branch. Congress might appoint a president who would support their legislation. This would erode the balance of power among the three branches of government.
- The first four officers are the vice president, the Speaker of the House, the President pro tempore of the Senate, and the Secretary of State. Last in line is the Secretary of Homeland Security.
- Answers will vary, but may include that candidates want to serve the nation and to shape policy.
- Answers that complete the graphic organizer include the three constitutional requirements of minimum age of 35, native-born status, and residency in the U.S. for at least 14 years.
- Student essays should identify necessary qualifications and characteristics and provide examples of recent presidents who displayed these traits.

Focus



Bellringer

Daily Focus Transparency 7-2



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about the president's job, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

The Constitution gives the executive branch the power to execute, or implement, the law.

Content Vocabulary

- executive order (p. 216)
- pardon (p. 217)
- reprieve (p. 217)
- amnesty (p. 217)

Academic Vocabulary

- require (p. 215)
- impact (p. 216)
- policy (p. 217)

Reading Strategy

Summarizing As you read, in a chart like the one below, list the different duties that are part of the president's role as chief executive.



The President's Job

Real World Civics The president is the commander in chief of the U.S. armed forces. He or she is also one of the most important hosts of one of the most impressive houses in the world—the White House. The president must maintain good relationships with other world leaders and often entertains dignitaries. Here President Bill Clinton hosts Spain's King Juan Carlos in 2000, engaging in a ceremonial troop review of U.S. Marines. The south lawn of the White House is a popular location for such honorary troop reviews and other greetings of foreign leaders.

▼ Former president Clinton honors the king of Spain



R Reading Strategies

Teacher Edition

- Read. Pri. Sources., p. 215
- Ac. Voc., p. 216

Additional Resources

- Cont. Vocab., URB p. 45
- Ac. Voc., URB p. 47
- Guid. Read., URB p. 64
- RENTG, p. 67

C Critical Thinking

Teacher Edition

- Ident. Cent. Issues., p. 215
- Pred. Consequences, p. 217

Additional Resources

- Quizzes and Tests, p. 77

D Differentiated Instruction

Teacher Edition

- Adv. Learners, p. 216

Additional Resources

- Diff. Instr. Act., URB p. 57
- School-to-Home Conn., URB p. 59
- Reteach. Act., URB p. 61

W Writing Support

Teacher Edition

- Creative Writing, p. 218

S Skill Practice

Teacher Edition

- Creating a Cause-and-Effect Chart, p. 217

Additional Resources

- Daily Focus Trans., 7-2

Constitutional Powers

Main Idea The source for the president's authority is Article II of the Constitution.

Civics & You What qualifications or characteristics do you think a president should have? Which of the recent presidents, if any, have had these qualifications or characteristics?

Fewer than 50 men have been able to say what it feels like to be president of the United States. Some former presidents' thoughts are revealing.

"The presidency has made every man who occupied it, no matter how small, bigger than he was; and no matter how big, not big enough for its demands."

—Lyndon B. Johnson

Duties of the President

Although the president is the head of just one of the three branches of government, he or she, with the exception of the vice president, is the only official of the federal government elected by the entire nation. As a result, the president stands as a symbol not only of the federal government, but of the entire nation as well. Even so, the thirty-eighth president, Gerald Ford, pointed out that not even the president can do the impossible.

"You know, the President of the United States is not a magician who can wave a wand or sign a paper that will instantly end a war, cure a recession, or make bureaucracy disappear."

—Gerald Ford

The president is the most powerful public official in the United States. The U.S.

Constitution is the basis of the president's power. Article II says,

"Executive Power shall be invested in a President. . . ."

Thus, the president's main job is to execute, or carry out, the laws passed by Congress.

The Constitution also gives the president the power to

- veto, or reject, bills passed in Congress.
- call Congress into special session.
- serve as commander in chief of the armed forces.
- receive leaders and other officials of foreign countries.
- make treaties with other countries (with Senate approval).
- appoint heads of executive agencies, federal court judges, ambassadors, and other top government officials (also subject to Senate approval).
- pardon or reduce the penalties against people convicted of federal crimes.

Because the Constitution **requires**, or calls for, the president to give Congress information about the "state of the union," the president gives several speeches to Congress each year. The most important is the State of the Union address, in which the president discusses the most important issues facing the nation.

The constitutional duties of the nation's first president, George Washington, and those of a modern president are much the same. For example, the Constitution makes the president the commander in chief of the nation's armed forces. In Washington's administration this meant calling out a militia of 15,000 volunteers. Today the president oversees a military divided into five major units and makes the decision on how to deploy troops stationed around the world.

Reading Check Analyzing What are the powers of the president as expressed in the Constitution?

Teach

Reading Strategy

Reading Primary Sources Have students explain the ideas expressed in the quotes on this page. **Ask:** How do these quotes reshape your opinion of presidential power? (Answers may include the ideas that the office makes great demands on the person who holds it and that it is unrealistic to think that one person can do the job perfectly at all times.) **AL**

Critical Thinking

Identifying Central Issues Ask: To make treaties and appoint officials, the president must have Senate approval. Of what fact of American government is this relationship an example? (It is an example of the system of checks and balances.) **OL**

Reading Check Answer: The Constitution gives the president the power to execute laws, to veto bills, to call special sessions of Congress, to command the military, to receive leaders of other nations, to make treaties with other nations (with Senate approval), to appoint officials (with Senate approval), and to pardon or reduce the sentences of federal convicts.

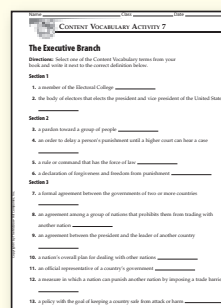
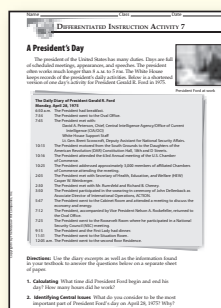
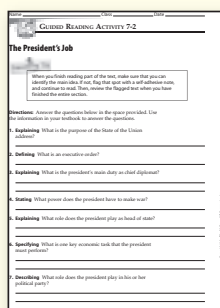
Differentiated Instruction

Leveled Activities

BL Guided Reading Activity 7-2, URB p. 64

OL Differentiated Instruction Activity 7, URB pp. 57–58

ELL Content Vocabulary Activity 7, URB p. 45



D Differentiated Instruction

Advanced Learners Ask: What definition do we usually think of when we see the word “cabinet”? (We think of a cupboard or an area with shelves for storage, usually closed off from the main room by a door.) Ask: How is this section’s use of “cabinet” different from its more usual definition? (This use of “cabinet” is an older use, meaning “a small, private room where quiet meetings can be held.”) Have students share this information with the class. **AL**

R Reading Strategy

Academic Vocabulary Ask: What does it mean to have a great impact on something? How does Truman’s 1948 executive order fit this definition? (To have a great impact on something is to influence it and to change it in some important and lasting way. Truman’s action fits this definition because it changed the military dramatically and permanently.) **OL**

ELL

TIME Teens in Action

Answer:

Answers may include Shauna’s desire to serve, ability to identify a problem and solution, management skills, and communication skills.

Differentiated Instruction

PRIMARY SOURCE READING 2-A

First Fireside Chat

Interpreting the Text

Faced with many crises during the Great Depression, United States President Franklin D. Roosevelt developed a new way to communicate with the American people. In 1933, Roosevelt decided to explain the economic hardship resulting from the banking crisis and to reassure the public. He decided to deliver the message by radio in what became the first of many “fireside chats” between the president and the American people.

Reader’s Dictionary

circumstances conditions or events that surround a situation
reassure to give someone confidence or comfort
circumstances conditions or events that surround a situation
reassure to give someone confidence or comfort

Guided Reading

As you read, listen how Roosevelt explains how banks operate before describing the reasons for the bank holiday.

I want to talk for a few minutes with the people of the United States about banking—the money that we use every day. I want to talk to you about the money that we use every day. I want to talk to you about the money that we use every day. I want to talk to you about the money that we use every day.

Primary Source Reading 2-A, URB pp. 15–16

Roles of the President

Main Idea The president fills many roles that are important to the functioning of the United States government.

Civics and You The Constitution grants broad powers to the president. Do you think the president has too much power? Read about the president’s many roles.

The Constitution holds one person—the president—responsible for carrying out the duties of the executive branch. As the nation has grown, the duties and responsibilities of the executive branch have grown.

Chief Executive

The most important job of the president is to carry out the nation’s laws. To do this, the president is in charge of 15 cabinet departments and the approximately 3 million civilians who work for the federal government. The president appoints the heads of the cabinet departments and of other large government agencies, with the Senate’s approval.

Use of Executive Orders Presidents have several tools to influence how laws are carried out. One is the executive order. An **executive order** is a rule or command that has the force of law. Only Congress has the authority to make laws. Issuing executive orders, however, is generally considered to fall under the president’s constitutional duty to “take care that the laws are faithfully executed.”

Many executive orders deal with simple administrative problems. Some, however, have had a great **impact**, or influence, President Harry S. Truman, for instance, used an executive order in 1948 to racially integrate the armed forces. This gave Americans of all races the opportunity to serve in the armed forces.

First Fireside Chat

- Objective:** To understand Roosevelt’s use of Fireside Chats to inform and reassure U.S. citizens
- Focus:** Discuss why people wanted to withdraw their money from banks.
- Teach:** Read aloud Roosevelt’s words.
- Assess:** Ask how the bank holiday helped the government begin to repair the economy.
- Close:** Role-play the discussion a family might have after Roosevelt speech.

TIME Teens in Action

Shauna Fleming



What is it like to meet the president of the United States? Just ask Shauna Fleming, 17, of Orange, California. She received the President’s Volunteer Service Award for her work as founder of “A Million Thanks.”

QUESTION: What does A Million Thanks do?

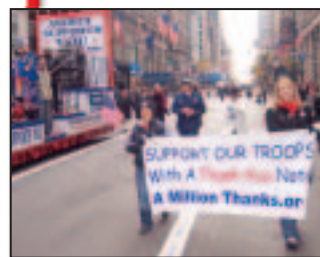
ANSWER: Our goal is to collect thank-you letters for the U.S. military. I started the campaign in 2004 and have collected 2 million letters so far.

Q: Why did you start it?

A: I saw a need for a morale boost for our troops. We’ve sent millions of letters and emails to U.S. military men and women stationed all over the world. If you put all the paper together, it would weigh 8,000 pounds and fill two large semi trucks. Our Web site has had over 4 million hits and thousands of great responses from soldiers who received letters.

Q: Because of your work, you were invited to the White House. What was that like?

A: I’ve met some of the most powerful people in the world. But the highlight has to be meeting President George W. Bush in a private meeting with my family in the Oval Office. I presented the president with the one millionth thank-you letter received by my campaign. I discussed many



things with him and he even gave us a tour of the office, pointing out objects that were important to him.

Making a Difference

CITIZENSHIP

What qualities does Shauna display that makes her volunteer work successful?

Differentiated Instruction Strategies

- BL** Why do you think Roosevelt called his addresses “Fireside Chats”?
- AL** What media might Roosevelt have used today? How might these media change the way citizens perceive the message?
- ELL** Use the Reader’s Dictionary words in sentences that will help you learn and remember what each word means.

Power of Appointment The Constitution gives the president the power to appoint judges to the Supreme Court and other federal courts. This is an important power because the Supreme Court has the final authority to determine whether a law is constitutional. Because the power to interpret laws is important, most presidents try to appoint Supreme Court justices who share views similar to their own.

The Constitution also gives the president the power to grant pardons. A **pardon** is a declaration of forgiveness and freedom from punishment. The president may also issue a **reprieve**, an order to delay a person's punishment until a higher court can hear the case, or grant **amnesty**, a pardon toward a group of people.

Chief Diplomat

The president directs the foreign policy, or strategy, of the United States, making key decisions about how the United States acts toward other countries in the world.

Commander in Chief

The Constitution makes the president commander in chief of the armed forces of the United States. This role gives presidents

the ability to back up their foreign policy decisions with force, if necessary. The president is in charge of the army, navy, air force, marines, and coast guard. The top commanders of all these branches of service are subordinate to the president.

The president shares with Congress the power to make war. The Constitution gives Congress the power to declare war, but only the president can order American soldiers into battle. Congress has declared war five times: the War of 1812, the Mexican War, the Spanish-American War, World War I, and World War II. Presidents, however, have sent troops into action overseas more than 150 times since 1789. For example, although Congress never declared war in Korea or in Vietnam, American troops were involved in conflicts in those countries because they were sent there by U.S. presidents.

In 1973, after the Vietnam War, Congress passed the War Powers Resolution. According to this law, the president must notify Congress within 48 hours when troops are sent into battle. These troops must be brought home after 60 days unless Congress gives its approval for them to remain longer or declares war.

Legislative Leader

Only members of Congress have the power to introduce bills for consideration, but in practice Congress expects the executive branch to propose the legislation it would like to see enacted.

Every president has a legislative program. These are new laws that the president wants Congress to pass. The president makes speeches to build support for this program and meets with key senators and representatives to try to persuade them to support the proposed laws.

Civics ONLINE

Student Web Activity Visit glencoe.com and complete the Chapter 7 Web Activity.

Chapter 7 217

C Critical Thinking

Predicting Consequences Ask: What changes might occur on the Supreme Court if two or three judges retired from the Court during a single president's administration? What checks and balances might limit this change? (Because one president would have the responsibility of appointing several justices, the political alignment of the Court might shift toward the president's political party. However, the Senate must approve the appointments and may serve as a check against this presidential power.) **AL**

S Skill Practice

Creating a Cause-and-Effect Chart

Have students make a cause-and-effect chart showing the relationship between the Vietnam War and the War Powers Resolution. (Students should see that the War Powers Resolution was caused by the fact that the U.S. president committed troops to fight in Vietnam.) **OL**

Caption Answer:

This is an example of the president's role as chief diplomat. It is also an example of his responsibility to make decisions about both the national and the global economy.

Hands-On Chapter Project Step 2

The Role of the Cabinet

Step 2: Proposing a Problem Groups of students will suggest problems about which the president's cabinet might advise him or her.

Directions Explain to students that the president must choose experts in many subjects to advise him or her. The leaders of

these advisers sit on the cabinet, each in charge of a department that gathers information.

Identifying Central Issues Ask student groups to think about important problems facing the nation today. These problems may be national or international in scope. Encourage each group to generate two or three problems. Then have students write

their lists of problems on the board and, as a class, choose the one they think is most in need of executive leadership. Students will use this central issue problem in Step 3 of the project. **OL**

(Project continued in Section 3)

W Writing Support

Creative Writing Refer students to Differentiated Instruction Activity 7 (URB p. 57) for an example of a typical presidential day in office for Gerald Ford. Encourage them to write an agenda of daily activities that reflects the nation's needs and issues today. **OL**

Reading Check **Answer:** the laws he or she hopes to see enacted during his or her administration

Assess



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Close

Personal Writing Have students write about the current president to produce an assessment of how well he or she is carrying out the roles and responsibilities of the president. **OL**

Section 2 Review

The president and Congress have often disagreed over what new laws Congress should adopt. One reason for this is that presidents represent the entire United States, while members of Congress represent only the people of their states or districts.

The difference in the lengths of time that presidents and members of Congress can hold office also contributes to this conflict. While presidents can serve no more than two elected terms, members of Congress can be elected over and over again for decades. Therefore, many members of Congress may not want to move as quickly on programs as the president does.

Head of State

W The president is the living symbol of the nation. In this role, the president aids diplomacy by greeting visiting kings and queens, prime ministers, and other foreign leaders. The president also carries out ceremonial functions for Americans, such as lighting the national Christmas tree and giving medals to the country's heroes.

Economic Leader

Every president tries to help the country's economy prosper. Voters expect the president to deal with such problems as unemployment, rising prices, and high taxes. One key task the president must accomplish each year as economic leader is to plan the federal government's budget. The president meets with budget officials to decide what programs to support and what programs to cut back. Budget decisions have a great effect on the national economy.

Party Leader

The president is generally regarded as the leader of his or her political party. Members of the president's party work hard to elect the president. In turn, the president gives speeches to help fellow party members who are running for office as members of Congress, governors, and mayors. The president also helps the party raise money.

Reading Check **Defining** What is a president's legislative program?

Section 2 Review

Vocabulary

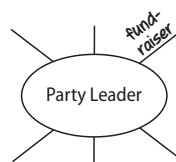
- Define** the following terms and use them in complete sentences related to the presidency: *executive order, pardon, reprieve, amnesty.*

Main Ideas

- Identifying** According to the Constitution, what is the president's duty to Congress?
- Describing** As commander in chief, what responsibilities does the president have? Which is most important?

Critical Thinking

- Drawing Conclusions** Which of the roles of the president do you think is the most important? Least important? Why?
- BIG Idea** In a web diagram like the one below, classify the roles filled by the president as leader of his or her party.



CITIZENSHIP Activity

- Creative Writing** Imagine a typical day in the life of a United States president. Prepare an agenda for the president's day. Be sure to keep the duties of the president in mind when creating the agenda.



Study Central™ To review this section, go to glencoe.com.

Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- The president must give Congress information on the state of the union in several yearly addresses.
- The president oversees the four major units of the military and makes the important decisions about where and when to deploy troops around the world.

- Answers may include any of the roles discussed in the section, supported by the students' reasons.
- The web should include these roles: fundraiser, speaker in support of candidates, supporter of legislation party members want, and maker of appointments that reflect party interests.

- Agendas should follow a standard format, with times and activities listed chronologically, and should reflect students' understanding of the roles and responsibilities of the president.

Guide to Reading

Big Idea

Under our federal system, the executive, legislative, and judicial branches share the responsibility of governing the nation.

Content Vocabulary

- foreign policy (p. 220)
- national security (p. 220)
- treaty (p. 222)
- executive agreement (p. 222)
- ambassador (p. 222)
- trade sanction (p. 223)
- embargo (p. 223)

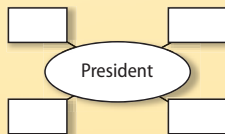
Academic Vocabulary

- method (p. 222)
- target (p. 223)

Reading Strategy

Comparing and

Contrasting As you read, complete a graphic organizer like the one below showing the president's four goals in foreign policy.



Making Foreign Policy

Real World Civics The president's long arm of foreign policy stretches around the world in the form of U.S. ambassadors. The president cannot be everywhere spreading good will. So he or she appoints ambassadors to major countries to maintain diplomatic relationships with other governments. Great Britain has been one of the United States's closest allies. Here, Prince Charles, accompanied by U.S. Ambassador William S. Farish, signs a book of condolences following the terrorist attacks on New York City and the Pentagon in 2001. Ambassadorships are often awarded to people for their hard work and support of the president.

▼ Prince Charles of Great Britain signs Remembrance Book with U.S. Ambassador Farish in London

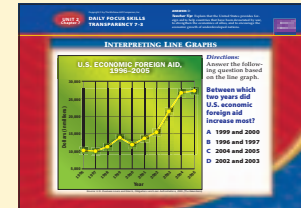


Focus



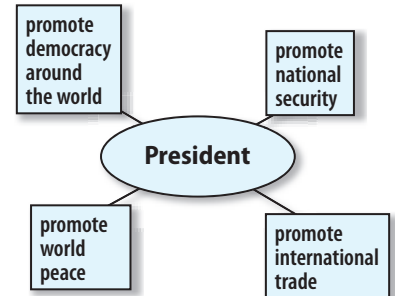
Bellringer

Daily Focus Transparency 7-3



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about making foreign policy, have students watch the Section Spotlight Video for this section.

Resource Manager

R Reading Strategies	C Critical Thinking	D Differentiated Instruction	W Writing Support	S Skill Practice
Teacher Edition <ul style="list-style-type: none"> Questioning, p. 221 Academic Vocab., p. 222 Additional Resources <ul style="list-style-type: none"> Cont. Vocab., URB p. 46 Ac. Vocab., URB p. 48 Guid. Read., URB p. 65 RENTG, p. 70 Foldables, p. 63 	Teacher Edition <ul style="list-style-type: none"> Pred. Consequences, p. 221 Additional Resources <ul style="list-style-type: none"> Biography Act., URB p. 49 Crit. Think., URB p. 53 Quizzes and Tests, p. 78 	Teacher Edition <ul style="list-style-type: none"> Visual/Spatial, p. 220 Adv. Learners, p. 222 Additional Resources <ul style="list-style-type: none"> School-to-Home Conn., URB p. 59 Reteach. Act., URB p. 61 	Teacher Edition <ul style="list-style-type: none"> Expository Writing, p. 223 	Teacher Edition <ul style="list-style-type: none"> Visual Literacy, p. 220 Additional Resources <ul style="list-style-type: none"> Daily Focus Trans., 7-3 Pol. Cartoons Trans., 7

Teach

S Skill Practice

Visual Literacy Tell students that the cartoon includes several allusions. Point out that its title, “Poseidon,” refers to the Greek god of the sea, who caused storms and other oceanic events. It may also refer to disaster movies about doomed ships. Have students discuss the implications of these allusions and what effect the visual presentation of these allusions has on the viewer. **ELL BL**

D Differentiated Instruction

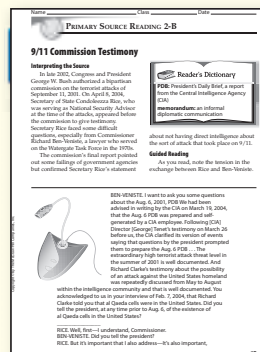
Visual/Spatial Have students develop a graphic organizer that shows how the four goals of foreign policy are interrelated and interdependent. **OL**

TIME Political Cartoons

Answers:

1. George W. Bush; he is holding a flag with a “W,” his political nickname, on it.
2. the many problems that Bush’s administration must confront
3. Bush’s policies on immigration, Iraq, and gas prices have had a negative effect on his approval ratings.

Differentiated Instruction



Primary Source Reading 2-B, URB pp. 17–18

TIME

Political Cartoons



Every year, more than half of all Americans do volunteer work. One of the responsibilities of citizens is to help make their communities better places to live in.

The President and Foreign Policy

Main Idea As commander in chief and chief diplomat, the president leads the nation’s armed forces and directs U.S. foreign policy.

Civics & You Just as the president very often has to deal with people outside our country, you have to deal with people outside your family. Think about times when that has been a challenge for you. What did you do?

D A nation’s plan for dealing with other nations is called its **foreign policy**. The president directs the foreign policy of the United States, making the key decisions about the relations the United States has with other countries in the world. The primary goal of American foreign policy is **national security**.

the ability to keep the country safe from attack or harm. This goal is vital. No government can effectively meet other important goals, such as better health care or cleaning up the environment, if the nation is under attack.

Another important goal is international trade. In today’s economy, trade with other nations is vital to economic prosperity. Trade creates markets for American products and jobs for American workers.

A third goal is promoting world peace. Even a war far from the United States can disrupt trade and put national security at risk. When other nations are at peace, the United States runs no risk of being drawn into a foreign war.

A fourth goal of foreign policy is to promote democracy around the world. Promoting democracy and basic human rights in other countries encourages peace and thus helps protect our own national security.

9/11 Commission Testimony

- Objective:** To understand how the federal government reviews its actions
- Focus:** Explain some features of transcripts: bracketed words, ellipses, dashes.
- Teach:** Have two students read the roles of Rice and Ben-Veniste.
- Assess:** Ask students to simplify Rice’s answer to Ben-Veniste’s question with one sentence.
- Close:** Discuss which speaker “won” this round of the testimony.

Differentiated Instruction Strategies

- BL** Tell what the F.B.I. is and what it does.
- AL** How is reading a transcript of testimony about an event different from reading a report about an event?
- ELL** Who speaks most in this excerpt? Who speaks least? Why do you think one speaker says much more than the other?

American Biography

Condoleezza Rice (1954–)

Condoleezza Rice juggles numbers of missiles and tanks as confidently as any general. An expert on Russia and arms control, Rice launched her foreign policy career while only a teenager.

Born in Birmingham, Alabama, Rice lived through the early years of the civil rights movement. While Rice was in junior high school, her father took a job in Denver, Colorado. There she skipped two grades and entered college at age 15. Rice had many interests and was not sure about a future career. As Rice shopped for a major, she sat in on a lecture about the former Soviet Union.

All the governmental maneuvers by the Communists fascinated her. Rice was hooked. A talented piano player, Rice once joked, "I was saved from [becoming] a music major by Russia."

Rice went on to earn a Ph.D. and by her late 20s was teaching political science at Stanford University in California. In 2001 President Bush appointed Rice as the first woman to head the National Security Council. In 2005 he appointed her to serve as Secretary of State. Rice became the first African American woman to hold that position. At her confirmation hearing, Rice stated "we must use American diplomacy to help create a balance of power in the world that favors freedom. And the time for diplomacy is now."

Making a Difference

What positions has Rice held in the federal government?

CITIZENSHIP

"I make American foreign policy," President Harry S. Truman declared in 1948. The president is indeed a very important foreign-policy decision maker. Americans and others throughout the world look to the president to represent our country in foreign affairs.

Foreign-Policy Bureaucracy The president, along with White House assistants, works with a large foreign-policy bureaucracy in the executive branch. This bureaucracy includes the State Department, the Defense Department, the Central Intelligence Agency, and the National Security Council. These agencies assist the president in foreign affairs. They can carry out presidential decisions around the world and give the president valuable information. At the same time, presidents must make the final decision. President Harry S. Truman noted,

"No one who has not had the responsibility can really understand what it is like to be President, not even his closest aides. . . . [H]e is never allowed to forget that he is President."

—Harry S. Truman

Congress v. the President

The president is chief diplomat and commander in chief, but Congress has the power to declare war, to prohibit certain military actions, and to spend—or withhold—money for defense. The Constitution does not clearly spell out how the legislative and the executive branches can use their powers. As a result, there has always been competition between Congress and the president over who controls foreign policy.

Reading Strategy

Questioning Many people and groups gather information and advise the president on foreign affairs. **Ask:** What questions might readers ask to find out how these groups work toward the same goal? (Answers may include questions about whether and how groups share information, what areas of expertise groups cover, and when and how the heads of each group report to the president.) **OL**

Critical Thinking

Predicting **Ask:** What might happen if a president wanted to send troops into a military action but Congress disagreed with the president's decision? Of what are these divided powers an example? (Answers may include that both sides of the issue would reach a compromise, or Congress would refuse to fund the military action. This is an example of checks and balances.) **AL**

For additional practice on this skill (Predicting), see the **Skills Handbook**.

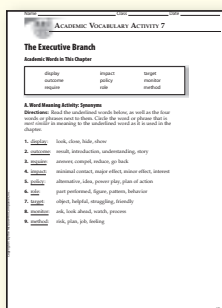
American Biography

Answer:

Rice headed the National Security Council and served as Secretary of State.

Leveled Activities

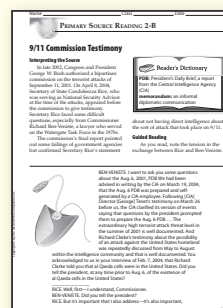
BL Academic Vocabulary Activity 7, URB pp. 47–48



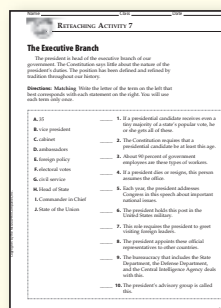
OL Biography Activity 7, URB pp. 49–50



AL Primary Source Reading 2B, URB pp. 17–18



ELL Reteaching Activity 7, URB p. 61



R Reading Strategy

Academic Vocabulary Ask: **What is a “method”?** (A *method* is a way of doing something, a process or a series of steps to follow to accomplish something.) **BL ELL**

D Differentiated Instruction

Advanced Learners Have students find out why the United States has refused to acknowledge and send ambassadors to certain countries at this time. Ask students to present this information to the class in a chart naming the unrecognized government and nation and the reason that the U.S. has withheld recognition. Students may also want to research examples of nations who have recently gained recognition. **AL**

Caption Answer:

When the president makes treaties, he or she deals directly or indirectly with leaders and representatives of other nations. He or she has the opportunity to generate goodwill and to benefit both the United States and other nations.

Hands-On Chapter Project Step 3

The Role of the Cabinet

Step 3: Determining which cabinet members can advise the president on the problem. Groups of students will investigate the areas of expertise of cabinet members and decide which should advise the president on the problem.

Directions Organize the class into five groups, and assign three cabinet departments to each group.

In this struggle, one branch or the other has controlled foreign policy at various times. After World War II, Congress lost much of its control over foreign policy to the president. Then, in the late 1960s and early 1970s, during the Vietnam conflict, Congress regained some of its war powers. In starting the American war on global terrorism in 2001, President George W. Bush tipped the balance back toward the presidency.

Tools of Foreign Policy

R The president and Congress have several approaches they can use to carry out American foreign policy. These **methods**, or procedures, include creating treaties; appointing ambassadors; and directing foreign aid, international trade, and military forces.

Treaties and Executive Agreements

Formal agreements between the governments of two or more countries are called **treaties**.

Some treaties are based on defense. One of the most important is the North Atlantic Treaty Organization (NATO), a mutual defense treaty between the United States, Canada, and the nations of Europe.

The Senate must approve a treaty by a two-thirds vote. However, the president can bypass the Senate by making an **executive agreement**. This is an agreement between the president and the leader of another country. Most agreements deal with fairly routine matters.

D **Appointing Ambassadors** An official representative of a country's government is an **ambassador**. The president appoints about 150 ambassadors, who must be confirmed by the Senate. Ambassadors are sent only to those countries where the United States recognizes, or accepts, the legal existence of the government. If the government of a certain country is thought to hold power illegally,

Teamwork President George W. Bush's advisers—namely his cabinet, who often meet at his retreat, Camp David—help him announce decisions about foreign policy.

Hypothesizing **Why is the president's power to make treaties through executive power an important part of his foreign policy powers?**



Interpersonal Have students use library books or online sources such as <http://www.whitehouse.gov/government/cabinet.html> to learn the area of expertise of each secretary and his or her department. Students should list the areas of national and international interest for which each secretary is responsible. Then the whole class should review the issue that students chose in Step 2. Ask the class to determine which secretaries should be assigned to gather information

and then to advise the president on the problem. Students should be prepared to explain why they have included or excluded a secretary. **OL**

(Project continued in Section 4)

the president can refuse to recognize that government.

Foreign Aid Foreign aid is money, food, military assistance, or other supplies given to help other countries. One of this nation's greatest examples of foreign aid was the Marshall Plan, a program created to help restore Western Europe after World War II.

International Trade As the leader of a great economic power, the president can make agreements with other nations about what products may be traded and the rules for such trading. Sometimes trade measures include **trade sanctions**, or efforts to punish another nation by imposing trade barriers. Another punishing tool is the **embargo**, which is an agreement among a group of nations that prohibits them from trading with a **target** nation. Congress takes the lead in other areas, such as tariffs—taxes on imported goods—and membership in international trade groups, such as the North

American Free Trade Agreement (NAFTA) and the World Trade Organization (WTO).

Military Force As commander in chief of the armed forces, presidents may use the military to carry out some foreign-policy decisions. Numerous times in the history of the United States, presidents have sent troops to troublesome spots on the globe, even though Congress had not declared war. This is a powerful tool of foreign policy, but one that must be used with great care. President George Washington summoned troops to put down the Whiskey Rebellion in 1794. President Bill Clinton ordered cruise missiles to be launched at terrorist facilities in Afghanistan and Sudan in 1998. In 2003 President George W. Bush ordered the American armed forces to invade Iraq and remove the nation's dictator Saddam Hussein.

Reading Check Concluding What foreign policy tools does the president have to deal with international terrorism?

Writing Support

Expository Writing You may wish to provide a brief history of NAFTA for students who are not aware of it. Information can be found at <http://www.law.duke.edu/lib/researchguides/nafta.html>. Have students write a paragraph describing the main reason NAFTA came about.

OL

Reading Check Answer: Presidents can issue trade sanctions, embargoes, and tariffs; reward nations who work against terrorism with foreign aid; and can take military action.

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review.

Close

Predicting Consequences Have students discuss how legislation and foreign policy are different when both the president and Congress belong to the same party and when they do not. **OL**

Section 3 Review

Section Review 3

Vocabulary

- Define** the following terms and use them in sentences related to U.S. foreign policy: *foreign policy, national security, treaty, executive agreement, ambassador, trade sanction, embargo*.

Main Ideas

- Describing** In what way is the president the country's chief diplomat? What duties does this include?
- Defining** Why are trade sanctions and embargoes considered tools of foreign policy?

Critical Thinking

- Analyzing** Should Congress or the president have more power in conducting foreign affairs? Explain your answer.
- BIG Ideas** Compare and contrast the responsibilities and roles of the president and Congress on a chart like the one below.

Foreign Policy	
President	Congress

CITIZENSHIP Activity

- Expository Writing** Interview several adults, all of whom have different jobs, about the North American Free Trade Agreement (NAFTA). Find out why they think it is good or bad foreign policy. Share your results in an essay.



Study Central™ To review this section, go to glencoe.com.

Answers

- Definitions for the vocabulary words are found in the section and in the Glossary.
- He or she appoints ambassadors to foreign nations, makes treaties with other nations, and may offer aid to needy nations.
- They are used against nations considered dangerous to the United States. They are intended to pressure the nation into changing its policies.
- Answers may show a preference for Congressional or presidential power or a preference for a balance of power; answers should be supported with reasons.
- President:** chief diplomat; commander in chief with power to send troops; chief shaper of foreign policy
Congress: checks presidential power to appoint officials and ambassadors; has power to declare war and to fund military action; advises on foreign policy

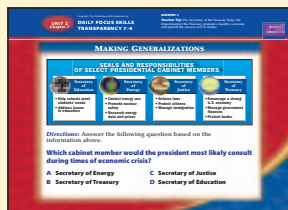
- Student essays should show a basic understanding of NAFTA and include the accurate opinions of several adults.

Focus



Bellringer

Daily Focus Transparency 7-4



Guide to Reading

Answers to Graphic:

President's Cabinet	
No. of Depts.	15
Dept. Head's Role	inform president on issues
Newest Dept.	Homeland Security
Cabinet Meets When	whenever president determines the need

Section Spotlight Video

To learn more about presidential advisers and executive agencies, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

The Constitution gives the executive branch the power to execute, or implement, the law.

Content Vocabulary

- cabinet (p. 226)
- federal bureaucracy (p. 228)
- independent agency (p. 229)
- government corporation (p. 229)
- political appointee (p. 229)
- civil service worker (p. 229)
- civil service system (p. 229)
- spoils system (p. 230)
- merit system (p. 230)

Academic Vocabulary

- monitor (p. 225)
- role (p. 225)

Reading Strategy

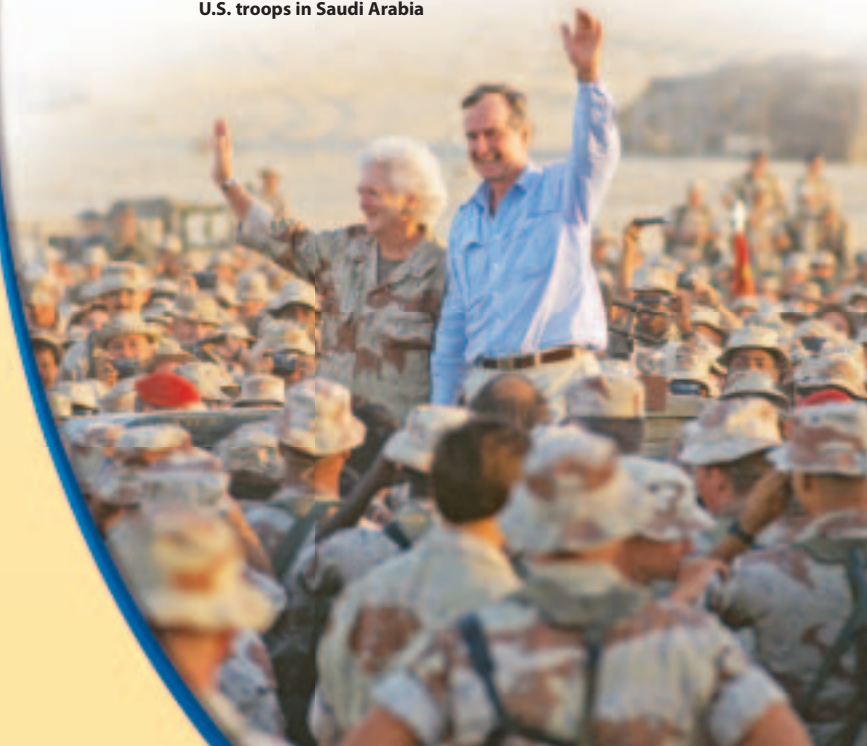
Categorizing As you read, complete a chart similar to the one below to categorize information about the president's cabinet.

President's Cabinet	
No. of Depts.	
Dept. Head's Role	
Newest Dept.	
Cabinet Meets When	

Presidential Advisers and Executive Agencies

Real World Civics What is the proper role of the First Lady? At one time, the spouse of the president served as a ceremonial hostess at White House events. Eleanor Roosevelt changed all that when she became active in political causes during her husband's presidencies in the 1940s. Jacqueline Kennedy, Lady Bird Johnson, Rosalynn Carter and Barbara Bush continued to revolutionize the role of the First Lady. Here President George H.W. Bush celebrates Thanksgiving with the U.S. Marines in Saudi Arabia during the Persian Gulf War in 1990. Now, First Ladies are seen as advisers to their husbands, as well as having their own agendas as public figures.

▼ Former president George H.W. Bush and Barbara Bush visit U.S. troops in Saudi Arabia



R Reading Strategies

Teacher Edition

- Using Word Parts, p. 226
- Making Connections, p. 229
- Using Context Clues, p. 230

Additional Resources

- Cont. Vocab., URB p. 46
- Ac. Voc., URB p. 48
- Guid. Read., URB p. 66

C Critical Thinking

Teacher Edition

- Making Inferences, p. 225
- Det. Cause/Effect, p. 227
- Drawing Con., p. 228
- Making Comparisons, p. 229

Additional Resources

- Biography Act., URB p. 49
- Quizzes and Tests, p. 79

D Differentiated Instruction

Teacher Edition

- ELL, pp. 225, 228

Additional Resources

- Econ. Act., URB p. 5
- Reteach. Act., URB p. 61

W Writing Support

Teacher Edition

- Expository Writing, p. 229

Additional Resources

- Enrich. Act., URB p. 13

S Skill Practice

Teacher Edition

- Analyzing Charts, pp. 226, 227

Additional Resources

- Daily Focus Trans., 7-4

Organization of the Federal Branch

Main Idea The executive branch is made up of the top advisers and assistants who help the president carry out major duties.

Civics & You The executive branch has grown tremendously over the years. What advantages and disadvantages can you see in having a large executive staff?

The executive branch is organized like a pyramid. The president, as chief executive, is at the very top of the pyramid. Directly below the president are a number of powerful officials, usually handpicked by the president. Below these are many levels of lesser officials and managers. In general, the people at the top of the pyramid are the ones who set goals and make important decisions.

In 1801 President Thomas Jefferson did his job with the help of a few advisers, a messenger, and a part-time secretary. Today thousands of highly trained specialists, secretaries, and clerks assist the president. Most of these people work in the Executive Office of the President (EOP). These people are often referred to as a president's administration.

Franklin D. Roosevelt's administration created the EOP in 1939 to help the president do his job. The office has been growing ever since. Currently it has about 2,000 employees and a budget of more than \$100 million.

The Executive Office

The core of the Executive Office of the President is the White House Office, which is comprised of about 500 people who work directly for the president. Among them are 10 to 12 people who serve as the president's closest political advisers. The most powerful among this group is the chief of staff. Other top advisers are the deputy chief of staff and the press secretary. (The press secretary pro-

vides the public with news about and statements from the president.) As a group, such advisers make up the White House staff.

Management and Budget

The Office of Management and Budget (OMB) prepares the federal budget and monitors, or oversees, spending in hundreds of government agencies. The director of the OMB works closely with the president. The federal budget is the clearest statement of the administration's plans and goals for the coming year.

National Security Council (NSC)

The National Security Council (NSC) helps the president direct United States military and foreign policy. It handles matters affecting the security of the country. It includes the vice president, the secretaries of state and defense, and the chairman of the Joint Chiefs of Staff, which includes the top commander from each of the armed services. The National Security Advisor heads the NSC. The NSC also supervises the Central Intelligence Agency (CIA), which gathers information about the governments of other countries.

Other Offices

The Office of Administration provides administrative services to the executive offices of the president. The Office also responds to individuals who are seeking records under the Freedom of Information Act.

The Council of Economic Advisers (CEA) helps the president carry out the role, or position, of economic leader. The president names the CEA's members, and the Senate approves them. The CEA's primary duty involves giving the president advice about complex economic matters such as employment, inflation, and foreign trade.

Reading Check Identifying What are the duties of a president's press secretary?

Teach

D Differentiated Instruction

English Learners Explain that the idiom "hand-picked" means "chosen individually and personally." Help students remember the idiom by explaining that it is a metaphor comparing choosing officials to picking only the best fruits, one at a time, from a tree or a vine. **ELL**

C Critical Thinking

Making Inferences Ask: Why might the president need information about other countries' governments? (Answers may include that other governments, seeking to forward their own agendas and to benefit their own people, might act in ways detrimental to the United States.) **AL**

Reading Check Answer: provides the public with news about and statements from the president

Differentiated Instruction

Differentiated Instruction Strategies

- BL** How long did Ridge serve as Secretary of Homeland Security?
- AL** What does Ridge's comment on leaving office suggest about his service as Secretary of Homeland Security?
- ELL** What is the president's cabinet, and how do the cabinet secretaries aid the president?

BIOGRAPHY ACTIVITY 7

Tom Ridge (1941–)

Shortly after the terrorist attacks of September 11, 2001, Pennsylvania Governor Tom Ridge took on a new role, declaring that "it is an honor to serve your country at any time, but now more so than ever." Ridge was charged with the task of leading the state's response to the attacks. Ridge's role was to coordinate the state's response to the attacks and to ensure that the state's resources were used effectively. Ridge's role was to coordinate the state's response to the attacks and to ensure that the state's resources were used effectively. Ridge's role was to coordinate the state's response to the attacks and to ensure that the state's resources were used effectively.



A Big Challenge

The new position was a challenging one. The newly created department represented the largest government reorganization since President Harry Truman created the Department of Defense in 1947. Twenty-two government agencies, including the Coast Guard, Secret Service, and the Immigration and Naturalization Service, were to be coordinated by the Homeland Security office. The department's employees were to be spread across the country, and the department's budget was to be spread across the country. Ridge's role was to coordinate the state's response to the attacks and to ensure that the state's resources were used effectively.

"America Is a Different Place"

Ridge resigned from his cabinet position in 2005, ending more than 22 years of public service. In his last office, Ridge observed, "I am confident that the lessons we have learned from the past are the lessons we will need to carry forward. America is a different place to work and operate in."

Biography Activity 7, URB pp. 49–50

Tom Ridge

- Objective:** To identify events that led to Tom Ridge becoming the first Secretary of Homeland Security
- Focus:** Discuss organizations that investigate attacks against America.
- Teach:** Underline examples of the challenges of Ridge's work.
- Assess:** Characterize Ridge based on the three quotes in the biography.
- Close:** Write a paragraph about how changes in national security affect you.

R Reading Strategy

Using Word Parts Draw students' attention to the words "coordinate" and "counterterrorism" in this challenging sentence. **Ask:** What prefix begins each word, and what does each prefix mean? ("Co-" begins the first word and means "with or together." "Counter-" begins the second word and means "against.") Then guide students in developing definitions for each word by adding the prefix meaning to the root. **BL**

S Skill Practice

Analyzing Charts **Ask:** What do the longer brackets above each row of offices indicate? (They indicate that these offices are on the same level and often work together.) **OL**

Analyzing Charts

Answers:

- the Office of the United States Trade Representative
- The National Security Council, the Foreign Intelligence Advisory Board

The Cabinet

Main Idea The cabinet is an advisory group chosen by the president to help accomplish the work of the executive branch.

Civics & You Some presidents have followed their cabinets' opinion on many matters. Other presidents have not. Do you think strong presidents rely more or less on their cabinets' advice?

The EOP is only a small part of the president's administration. Many more people work in the cabinet. The **cabinet** is a group of presidential advisers that includes the heads of the 14 top-level executive departments. The head of the Department of Justice is called the attorney general; all the other

department heads are called secretaries. The president may also ask the vice president and other top officials to join the cabinet.

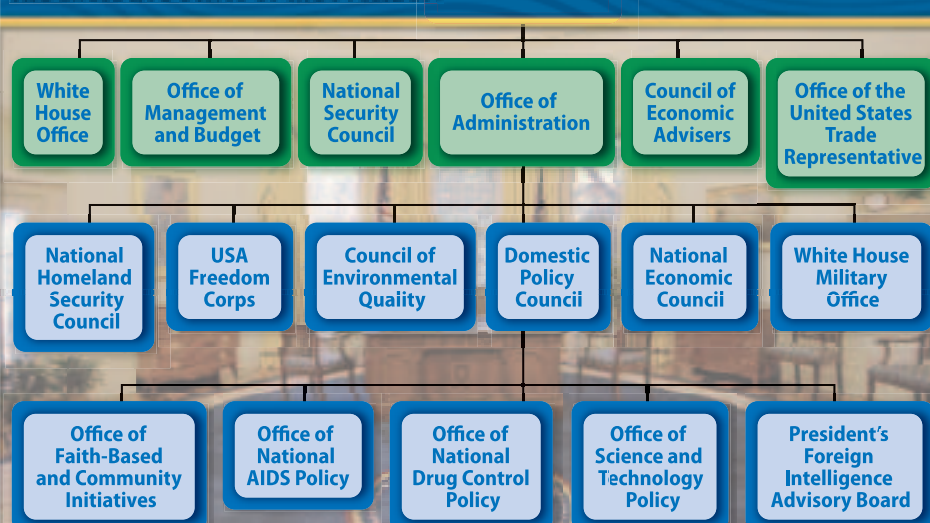
Department of Homeland Security

On November 25, 2002, President Bush signed the Homeland Security Act of 2002. The act created the Department of Homeland Security to improve the nation's defenses against terrorism and coordinate counterterrorism intelligence. It is the first new department established since the Department of Veterans Affairs was created in 1989.

Cabinet Responsibilities

As cabinet members, the secretaries advise the president on issues related to their departments. The secretary of agriculture, for instance, might keep the president and White

The Executive Office of the President



Analyzing Charts

- Identifying** Which department advises the president on international trade?
- Identifying** Which department helps the president coordinate military and foreign policy?

Differentiated Instruction

Leveled Activities

BL Guided Reading Activity 7-4, URB p. 66

OL Economics Activity 2, URB pp. 5-6

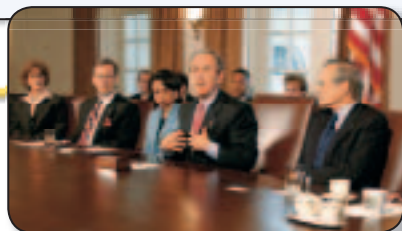
AL Enrichment Activity 2, URB pp. 13-14

ELL Content Vocabulary Activity 7, URB p. 46

The President's Cabinet

Department of State (1789)
Plans and carries out the nation's foreign policy
Department of the Treasury (1789)
Collects, borrows, spends, and prints money
Department of Defense (1789 as War Department; renamed in 1949)
Manages the armed forces
Department of Justice (1870)
Responsible for all aspects of law enforcement
Department of the Interior (1849)
Manages and protects nation's public lands and natural resources
Department of Agriculture (1889)
Assists farmers and consumers of farm products
Department of Commerce (1903)
Supervises trade, promotes U.S. business, tourism
Department of Labor (1913)
Deals with working conditions, wages of U.S. workers

Department of Health and Human Services (1953)
Works for the well-being and health of all Americans
Department of Housing and Urban Development (1965)
Deals with the special needs and problems of cities
Department of Transportation (1966)
Manages nation's highways, railroads, airlines, and sea traffic
Department of Energy (1977)
Directs overall energy plan for the nation
Department of Education (1979)
Provides advice and funding for schools
Department of Veterans Affairs (1989)
Directs services for armed forces veterans
Department of Homeland Security (2002)
Oversees America's defenses against terrorist attacks



Analyzing Charts

- Identifying** Which department manages public lands? In what year was this department created?
- Analyzing** Why might the president call on the secretary of transportation to deal with drug smuggling along the Pacific coast?

C Critical Thinking

Determining Cause and Effect Ask: **Why is the date that the Department of Housing and Urban Development (HUD) was created important?** (It was created during the time of the civil rights movement and it began with a focus on developing minority housing and guarding minority housing rights.) **AL**

S Skill Practice

Analyzing Charts Ask: **What strategy was used to organize this chart, and how does this strategy help readers?** (The chart is arranged chronologically, from the department first created in 1789, to the most recently created department in 2002. This strategy helps readers understand how the cabinet developed over more than two centuries.) **OL**

Analyzing Charts

Answers:

- The Department of the Interior manages public lands and was created in 1849.
- This secretary manages traffic at sea, including illegal traffic.

House staff informed about matters of concern to American farmers. Cabinet secretaries often make important policy decisions.

No mention of the cabinet appears in the Constitution. Instead, this body developed when George Washington began to meet regularly with the heads of the first four executive departments. These were the attorney general and the secretaries of state, war, and the treasury.

The cabinet meets whenever the president determines that it is necessary. This may be as often as once a week or hardly at all. Many presidents have not relied heavily on their cabinets and have felt free to ignore cabinet advice. As heads of executive agencies, these department secretaries must spend most of their time coordinating those departments' activities. Department heads of the cabinet must be approved by the Senate.

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The Role of the Cabinet

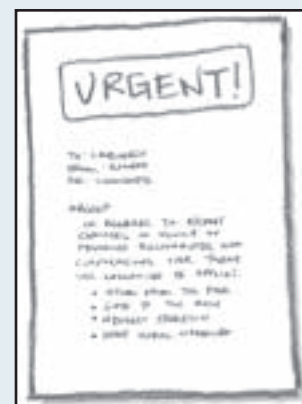
Step 4: Producing a Memo to the Cabinet Students will create a memo calling for investigation of the problem.

Directions Tell students that in this step, they will compose a memo from the president's personal secretary to the cabinet secretaries whose areas of expertise will help the president address the problem.

Personal Writing Guide students to create a memo from the president's secretary to the cabinet secretaries, who advise the president to address the problem. Ask students to decide on a task to assign each secretary, in line with his or her area of expertise. Have students include an action plan in the memo, stating the steps to fix the problem. **OL**

(Project continued on the Visual Summary page)

Hands-On Chapter Project Step 4



C Critical Thinking

Drawing Conclusions Ask: *If vice presidents have historically had little authority, why is the office important to voters and to the nation?* (Answers may include the idea that the vice president will assume presidential duties in the event of the president's death or incapacitation.) **OL**

D Differentiated Instruction

English Learners Draw students' attention to the woman in the photograph. Explain that her raised right hand signifies her willingness to pledge truthfully and that her left hand rests on a Bible to signify her honesty. Ask students to describe similar ceremonies in their home cultures. **ELL**

Reading Check Answer: The cabinet meets whenever the president finds it necessary to hear the advice of the secretaries.

Caption Answer: Such people are not merely employees but civil servants who have undertaken to work for the national good.

Additional Support

Teacher Tip

This activity requires students to access the Internet. Supervise access, directing students to government-run sites appropriate to the activity. Preteach the words "résumé," "qualification," "application," and "references" before students begin the exercise.

Vice President and First Lady

Most presidents have delegated little authority to their vice presidents. Recently, however, some have tried to give their vice presidents more responsibility. Vice President Al Gore, for example, served as a close adviser to President Bill Clinton on environmental issues, and Vice President Dick Cheney advised President George W. Bush closely on foreign policy issues.

The Constitution does not mention the spouse of a president. First Ladies, though, have served the country in many ways. Eleanor Roosevelt worked tirelessly for the young and the disadvantaged. Nancy Reagan spoke out for drug abuse prevention, Hillary Clinton worked to improve health care for all Americans, and Laura Bush promoted education and reading. Today First Ladies have an office in the White House.

Reading Check **Stating** When does the cabinet meet?

The Federal Bureaucracy

Main Idea The federal bureaucracy has grown over the years and assumes an important role in making public policy.

Civics & You With every new administration, new people are named to hold positions within the federal bureaucracy. Why might it be a problem for new people to always be taking these jobs?

Below the cabinet departments are hundreds of agencies that deal with everything from setting standards for the hot dogs you eat to running the space shuttle program. About 3 million civilians work in these many departments and agencies. Taken together, the agencies and employees of the executive branch are often called the **federal bureaucracy**. The people who work for these organizations are called bureaucrats, or civil servants.

Federal Staffing President Bush watches as Trade Representative Susan Schwab is sworn into office as a new member of the federal civil servant corps. **Explaining** Why do you think such position holders are sworn in rather than simply hired like other government workers?



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Activity: Technology Connection

Applications What does it take to become a bureaucrat, or civil servant, and what kinds of jobs do bureaucrats do? Have students research civil service careers at <http://www.usajobs.gov/>. Guide students to choose a job they are interested in and to find out what qualifications they would need as

young adults applying for that job. Provide students with a simple job application form to practice filling out. Discuss the importance of beginning to gather references, knowledge, and experience as soon as possible. **OL**

The Bureaucracy in Action

The executive branch of government must carry out the many programs that Congress has created to serve the American people. Executive departments and agencies do this by performing three basic jobs. First, they turn new laws into action by deciding how to apply the laws to daily life. When Congress writes new laws, it often uses very general language. Federal agencies then must develop specific rules and procedures to put the laws into practice.

Second, departments and agencies administer the day-to-day operations of the federal government. Agencies deliver the mail, collect taxes, send out Social Security checks, and perform thousands of other services.

Regulatory Functions Third, with authority from Congress, federal agencies regulate various activities. They regulate, or police, the activities of broadcasting companies, labor unions, banks, airlines, nuclear power plants, and many other enterprises and organizations.

In doing these jobs, federal agencies help shape government policy. By deciding how to run a government program or what to do in a certain situation, federal agencies often determine what government policy will be.

Independent Agencies

The executive branch includes hundreds of **independent agencies**. They are called independent because they are not part of the cabinet. In general, however, these agencies can be divided into three types: executive agencies, government corporations, and regulatory commissions.

Executive Agencies These are independent agencies responsible for dealing with certain specialized areas within the government. The National Aeronautics and Space Administration (NASA) is an example. It operates the United States space program.

Government Corporations More than 50 independent agencies are **government corporations**. These are like private businesses, except that the government rather than individuals owns and operates them. With Senate approval, the president chooses a board of directors and a general manager to run each corporation. Like private businesses, these corporations charge fees for their services and products, but they are not supposed to make a profit. The United States Postal Service, for example, is a government corporation.

Regulatory Boards and Commissions

These units differ from other independent agencies. They do not have to report to the president, who appoints the members but cannot fire them. Only Congress can remove them through impeachment.

Regulatory commissions are supposed to protect the public. They make and enforce rules for certain industries or groups. For instance, the Federal Communications Commission (FCC) makes broadcasting rules for the nation's television and radio stations.

Government Workers

Every executive department has thousands of employees. The top leadership jobs generally go to **political appointees**—people whom the president has chosen because they have proven executive ability or were important supporters of the president's election campaign. Their employment usually ends when the president leaves office.

About 90 percent of all national government employees are **civil service workers**. Unlike political appointees, civil service workers usually have permanent employment. These are people, ranging from clerks to doctors and lawyers, employed by the federal government through the **civil service system**—the practice of hiring government workers on the basis of open, competitive examinations and merit.

Writing Support

Expository Writing Ask students to write about what they think could happen if the government didn't place any emphasis on regulating businesses. (*Students may include the idea that consistency is helpful for interstate and international businesses and that, if unregulated, some businesses would cease to be vigilant about issues of quality and safety.*) **OL**

Reading Strategy

Making Connections Make sure that students remember what impeachment is. **Ask:** **What does it mean to impeach someone?** (*It means to charge that person with misconduct in office and to prove this charge in court, resulting in the person's removal from that office.*) **OL**

Critical Thinking

Making Comparisons **Ask:** **What are the two reasons that political appointees receive their jobs? Which reason, in your opinion, is the sounder reason to hire someone into a position?** (*Appointees receive their jobs because they have proven executive abilities or because they supported the president's election campaign strongly. Opinions as to which reason is sounder will vary but should be supported.*) **AL**

For additional practice on this skill (Making Comparisons), see the **Skills Handbook**.

Did You Know?

Funding the Government Every federal department, office, and agency requires funds to operate. Congress must design a budget that will divide the tax dollars, and the president must sign the budget. If the government overspends its revenue (income from taxes), the budget is in deficit. If the government does not use all its revenue, the budget may have a surplus.

Occasionally Congress and the executive branch cannot agree on how much money to allocate to each office, department, or agency. When a compromise cannot be reached, the previous year's budget may be extended for days or weeks by a temporary spending bill. In a few instances, disagreement on how to spend the nation's revenue has been so intense that no budget was

approved or extended, and many nonessential federal groups had to shut down for a day or two. This happened, for example, in November 1995, when about 800,000 federal employees nationwide were briefly "off work."

R Reading Strategy

Using Context Clues Ask: Based on the paragraph, what must people in a merit system do to succeed and advance?

(They must perform well, meet or surpass standards, and have skills and abilities suited to their jobs.) **OL**

Reading Check Answer: to protect the public by making and enforcing rules for certain industries and groups

Assess



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Close

Analyzing Text Structure Remind students that the executive branch is organized in a pyramid shape with the president at the top. Then ask them to discuss how the order of sections in this chapter helps them understand the pyramid shape of the executive branch. **OL**

Section 4 Review

Development of the Civil Service System

Originally, the executive branch was small enough for presidents to be able to choose most of their employees personally. Early presidents tried to appoint the most qualified people to federal jobs. They also, however, tended to appoint members of their own party, who shared similar views.

The Spoils System Before 1883 a great many federal jobs fell under the **spoils system**. In this system, government jobs went to people as a reward for their political support. Each newly elected president would sweep out most of the old federal workers and replace them with his own political supporters and friends. The idea was "To the victor belong the spoils [jobs]." Public dissatisfaction with abuses of the spoils system, and public outrage over the

assassination of President James Garfield in 1881 by a man who was refused a job under the system, led Congress to pass the Pendleton Act.

The Merit System The Pendleton Act, also known as the Civil Service Reform Act of 1883, created the civil service system and placed limits on the number of jobs a new president could hand out to friends and backers. The Office of Personnel Management (OPM) directs the civil service system today. It sets standards for federal jobs, and it gives demanding written tests to people who want those jobs. The civil service system is a **merit system**. Government officials hire new workers from lists of people who have passed the tests or otherwise met civil service standards.

Reading Check Describing What is the purpose of regulatory commissions?

Section 4 Review

Vocabulary

- Write** complete sentences related to the federal government using the following vocabulary terms: *cabinet, federal bureaucracy, independent agency, government corporation, political appointee, civil service worker, civil service system, spoils system, merit system.*

Main Ideas

- Discuss** the role of the Office of Management and Budget.
- Describing** Name three cabinet departments and describe their main duties.
- Comparing** Why has the federal bureaucracy grown over the years?

Critical Thinking

- Making Inferences** What part of the EOP do you think is the most important? Why?
- BIG Ideas** In the Venn diagram below, compare and contrast the types of workers employed by the federal government under the civil service system and those who are political employees.

Civil Service

Both

Political Employees
- Analyzing Visuals** Review the cabinet departments of the executive branch on page 227. Why are there so many cabinet departments under the president of the United States?

CITIZENSHIP Activity

- Creative Writing** Imagine that you are on a presidential commission looking into establishing a new executive department. Decide on an important issue facing the country today. Think of a new executive department to deal with this issue. Present your suggestion in a one-page report.



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Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- It works closely with the president to prepare the federal budget and monitors federal spending.
- Answers may include the names of any of the fifteen cabinet departments and brief descriptions of their main duties.
- The nation and its needs have grown in number and complexity.
- Answers may include any group within the EOP as long as reasons are given for that group's importance.
- Civil Service:** jobs are gained through competition and merit; jobs make up about 90 percent of federal employment; jobs are longer-lived
Political Employees: jobs may be gained through merit or through support of president; jobs are shorter-lived
Both: jobs are paid by the federal budget; jobs involve carrying out government tasks
- Each cabinet department deals with a different national need and requires special expertise.
- Students' reports should use formal language, identify an unaddressed or inadequately addressed need, suggest a department to meet that need, and provide reasons for establishing the department.

Visual Summary

The Presidency

- The president is head of the executive branch of the federal government and is our nation's top political leader.
- The source for the president's authority is Article II of the Constitution, which says that "the executive power shall be vested in the president of the United States of America."



John F. Kennedy, 1940
Harvard yearbook

Electing the President

- Presidents are elected through an indirect method called the Electoral College.

Responsibilities

- According to the Constitution, the president's main job is to carry out the laws passed by Congress.
- As head of the executive branch of government, the president must make decisions that affect the lives of all Americans.

Roles of the President

In carrying out the responsibilities of the office, the president must play a number of different roles. These roles are:

- Chief executive
- Chief diplomat
- Commander in chief
- Legislative leader
- Head of state
- Economic leader
- Party leader



President Lyndon B. Johnson

Tools of Foreign Policy

The president and Congress use many tools to carry out American foreign policy. These tools include:

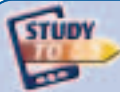
- Treaties and executive agreements
- Appointing ambassadors
- Foreign aid
- International trade
- Military force



President's official helicopter

Organization of the Federal Government

- President
- Vice president
- Executive Office of the President
- Executive departments
- Federal bureaucracy



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Visual Summary

Finding the Main Idea Ask: **Who is the single most important elected official in the country, and why?** (The president is the most important elected official because of his or her position as the living symbol of the nation and his or her many roles and responsibilities within the executive branch.) **BL**

This **Reading Skill** (Finding the Main Idea) was introduced in this unit.

Analyzing Visuals Ask: **Look at the images on the page. What do they tell you about the history of the office of the president of the United States through the 2004 election?** (They make it clear that through that election, only white men have been elected to the office.) **OL**

Hands-On Chapter Project Step 5: Wrap-Up

The Role of the Cabinet

Step 5: Extending the Project Students will find out who currently heads each cabinet department and consider playing the role of secretary.

Directions Remind students that each president appoints a cabinet and that cabi-

net members may retire during a president's term. Thus, the makeup of the cabinet shifts often. Have students return to the Web sites they have used in the project to see who is currently serving on the cabinet.

Analyzing Information Challenge interested students to complete the memos in Step 4 by taking on the roles of the secretar-

ies whose advice is needed. Small groups of students can research the issue from the points of view of relevant departments. Students can then hold a mock cabinet meeting, in which one student plays the role of the president and others the roles of the secretaries offering their expertise and research. **OL**

Answers and Analyses

Reviewing Vocabulary

1. B Review the definition of each term with students. Point out the shared roots of “electing” and “Electoral.”

2. C Options A and B are distractors because they refer to a president’s power to grant freedom for a punishment. Option C, a reprieve, refers to the president’s ability to delay a sentence until a higher court can hear the case. This is the correct answer.

3. A All of the incorrect answers do relate to the correct answer. Point out to students that B is a goal of foreign policy, C is a tool of foreign policy, and D includes people working to carry out foreign policy. All belong under the heading Foreign Policy.

4. B Encourage students to think about how many people are employed in the cabinet (a handful), as ambassadors (one per nation), or as political appointees (presidential favorites). Students may recall the statistic that about 90 percent of federal employees are civil service workers.

Reviewing Main Ideas

5. C Ask students to recall how the terms of Washington and Lincoln ended (in retirement after two terms and in assassination during the second term). Remind them that by the time George W. Bush became president, presidents could serve only two terms.

6. D Students may confuse their answer with the Twenty-second Amendment, which limits the terms a president may serve. Help students distinguish between the similar Twenty-second and Twenty-fifth Amendments.

7. B Option A is a power reserved to Congress. Option C denies the interaction of the three branches of government. Option D is a power reserved to the Supreme Court. Only Option A is the president’s constitutional power.

TEST-TAKING TIP

When taking a test, watch for *usually*, *never*, *most*, and other qualifying words that indicate under what circumstances an answer is correct.

Reviewing Vocabulary

Directions: Choose the word(s) that best completes the sentence.

- The Constitution provides an indirect method of electing a president called the _____.
A merit system **C** spoils system
B Electoral College **D** executive agreement
- The president can delay the punishment of a person by issuing a (n) _____.
A pardon **C** reprieve
B amnesty **D** executive order
- The nation’s plan for dealing with other nations is called its _____.
A foreign policy **C** trade sanctions
B national security **D** federal bureaucracy
- Most national government employees are _____.
A ambassadors **C** cabinet members
B civil service workers **D** political appointees

Reviewing Main Ideas

Directions: Choose the best answer for each question.

Section 1 (pp. 208–213)

- Which president was elected to four terms?
A George Washington
B Abraham Lincoln
C Franklin Roosevelt
D George W. Bush
- Why was the Twenty-fifth Amendment passed?
A to create the Electoral College
B to limit presidents to two terms
C to establish the order of presidential succession
D to clarify when a vice president becomes president

Section 2 (pp. 214–218)

- Which of the following powers does the Constitution give the president?
A to declare war on other nations
B to appoint judges to federal courts
C to ignore laws passed by Congress
D to strike down unconstitutional laws
- How does a president fulfill the role of economic leader?
A by planning the federal budget
B by meeting with foreign leaders
C by raising funds for his or her party
D by proposing legislation to Congress

Section 3 (pp. 219–223)

- Which of the following is NOT a primary goal of American foreign policy?
A world peace
B national security
C better health care
D international trade

Section 4 (pp. 224–230)

- What part of the Executive Office of the President supervises the Central Intelligence Agency?
A Office of Administration
B National Security Council
C Council of Economic Advisers
D Office of Management and Budget
- What is the responsibility of the Department of the Interior?
A school funding
B natural resources
C problems of cities
D trade, business, and tourism

GO ON 

8. A Ask students in what way Options B, C, and D could benefit the nation’s economy. These options may or may not deal with finances, but only Option A is a role that directly impacts the national economy.

9. C Remind students of the graphic organizer they completed. Point out that three of the goals listed here are sweeping goals affecting many nations. One, Option C, is very specific and is a national policy matter, not a goal of foreign policy.

10. B Remind students that the CIA gathers information about other nations’ governments in order to keep the United States safe. Ask them which option uses a word that means “safe” or “safety.” In addition, answers A, C, and D all deal with organizational, clerical, scheduling, and mostly financial matters outside the realm of safety or security for the nation.

Critical Thinking

Directions: Choose the best answer for each question.

Base your answers to questions 12 and 13 on the chart below and your knowledge of Chapter 7.

Order of Succession

- 1 Vice President
- 2 Speaker of the House
- 3 President *pro tempore* of the Senate
- 4 Secretary of State
- 5 Secretary of the Treasury
- 6 Secretary of Defense
- 7 Attorney General
- 8 Secretary of the Interior
- 9 Secretary of Agriculture
- 10 Secretary of Commerce
- 11 Secretary of Labor
- 12 Secretary of Health and Human Service
- 13 Secretary of Housing and Urban Development
- 14 Secretary of Transportation
- 15 Secretary of Energy
- 16 Secretary of Education
- 17 Secretary of Veteran Affairs
- 18 Secretary of Homeland Security

12. How many office holders listed on the chart are elected officials?
- A none B one
C three D eighteen
13. The offices in the line of succession are ordered according to the dates they were created. What would it take to change that order?
- A an executive order
B a law passed by Congress
C a Supreme Court decision
D a Constitutional Amendment

Document-Based Questions

Directions: Analyze the following document and answer the short-answer questions that follow.

The passage below is from George Washington’s Farewell Address given at his retirement.

Observe good faith and justice toward all nations. Cultivate peace and harmony with all. . . .

In the execution of such a plan, nothing is more essential than that permanent, inveterate antipathies [deep-rooted hatred] against particular nations and passionate attachments for others should be excluded, and that in place of them just and amicable feelings toward all should be cultivated. . . .

—George Washington, “Washington Bids Farewell”

14. Which role of the president does Washington discuss in the passage?
15. Which member of the cabinet would most likely assist Washington’s successor in achieving the goals described in the passage?

Extended Response

16. Which do you think is the most effective foreign diplomacy tool: foreign aid, trade sanctions, or military force? Write a brief essay giving reasons for your choice.

STOP

CivicsONLINE

For additional test practice, use Self-Check Quizzes—Chapter 7 on glencoe.com.

Need Extra Help?

If you missed question...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Go to page...	210	217	220	229	212	213	215	218	220	225	227	227	213	216	216	222

STANDARDIZED TEST PRACTICE

13. In 1947 Congress passed the Presidential Succession Act, which set the line of succession to the presidency. Because Congress created this act, it is reasonable to assume that they can change it.

Document-Based Questions

14. Chief diplomat; Washington talks about “Cultivating peace and harmony with all. . .” as part of his advice as he leaves office.
15. The secretary of state; Washington continues to talk about the need to get along with all nations, which is the realm of the secretary of state.

Extended Response

16. Students’ essays will vary but must include supporting examples from the chapter.

11. **B** Remind students that in this use, “interior” means the land contained within the United States, with all its resources, both above- and belowground.

Critical Thinking

12. **C** Although each president is allowed to choose his or her advisors, the vice president and two members of Congress—the Speaker of the House and the president pro tempore of the Senate—are elected.

CivicsONLINE

Have students visit the Web site at glencoe.com to review Chapter 7 and take the **Self-Check Quiz**.

Need Extra Help?

Have students refer to the pages listed if they miss any of the questions.

Teach

C Critical Thinking

Analyzing Primary Sources Ask: **What do Ford's and Truman's quotes reveal about life in the White House?** (Ford's remark reminds readers that life in the White House is paid for by taxes and that the White House is home only temporarily to any family. Truman's remark implies that at times a president may wish to escape the challenging and exhausting duties and decisions of the presidency but that such escape is not possible.) **OL**

For additional practice on this skill (Analyzing Primary Sources), see the **Skills Handbook**.

R Reading Strategy

Making Connections Ask: **What advantage to citizens across the nation is there in spending more than \$1 million to build a scale model of the White House?** (The model can be taken around the nation so that people who will never travel to Washington, D.C., to visit the actual White House can enjoy the beauty of this national treasure.) **OL**

Additional Support

The White House

An intricate model takes visitors behind the scenes at 1600 Pennsylvania Avenue

Described by former President Gerald Ford as “the best public housing in the world” and by former President Harry S. Truman as a “glamorous prison,” the White House was first occupied by President John Adams in 1800. Two centuries later, the White House is a village of 6,000 busy souls: On a typical day, the President and First Lady, journalists, cooks, cops, gardeners, and tourists operate in harmony on 18 acres.

In 1962, John and Jan Zweifel of Orlando, Florida, set out to bring the White House to the American people by constructing the detailed model shown at right. Except for the location of the library, which was pushed forward for show purposes, the Zweifels' White House is a faithful recreation of the original, down to TVs, furniture, and paintings. The Zweifels contact the White House every few weeks to find out if anything has changed. The 60-foot by 20-foot, 10-ton model, which includes the East and

West wings (not shown), took more than 500,000 hours to construct and cost more than \$1 million. It is built on a scale of 1 inch to 1 foot.



1 SITTING ROOM

Generally claimed by the First Lady, this room has an unusual distinction: It was allocated one of the building's first indoor toilets in 1801.

2 MASTER BEDROOM

Nancy Reagan, who served as First Lady from 1981 to 1989, decorated this bedroom in hand-painted paper that was imported from China.

3 PRESIDENT'S STUDY

Franklin Delano Roosevelt used this study as a bedroom; the Reagans liked to have quiet dinners here in front of the television.

4 YELLOW OVAL ROOM

One of the most historic rooms in the house, it took on the color yellow during the tenure of First Lady Dolley Madison.

5 TREATY ROOM

Originally a large bedroom, this room served as Bill Clinton's office in the residence.

6 LINCOLN BEDROOM

Abraham Lincoln signed the Emancipation Proclamation here.

7 LINCOLN SITTING ROOM

William McKinley's war room during the Spanish-American War.

8 STATE DINING ROOM

Gilbert Stuart's portrait of George Washington (which was later used on the one-dollar bill) hung here when the British torched the mansion in 1814. (The portrait survived the fire.)

9 RED ROOM

John Adams's breakfast room was where Rutherford B. Hayes took the oath of office in 1877.

Background

The Miniature White House John Zweifel enjoyed building miniatures even as a teen, and his skills have been put to the test by the White House model. What works in the real White House often works in the model: chandeliers light up, phones ring, televisions turn on and off, and—yes—the toilets flush. Curtains and carpets are faithfully reproduced, stitch by stitch.

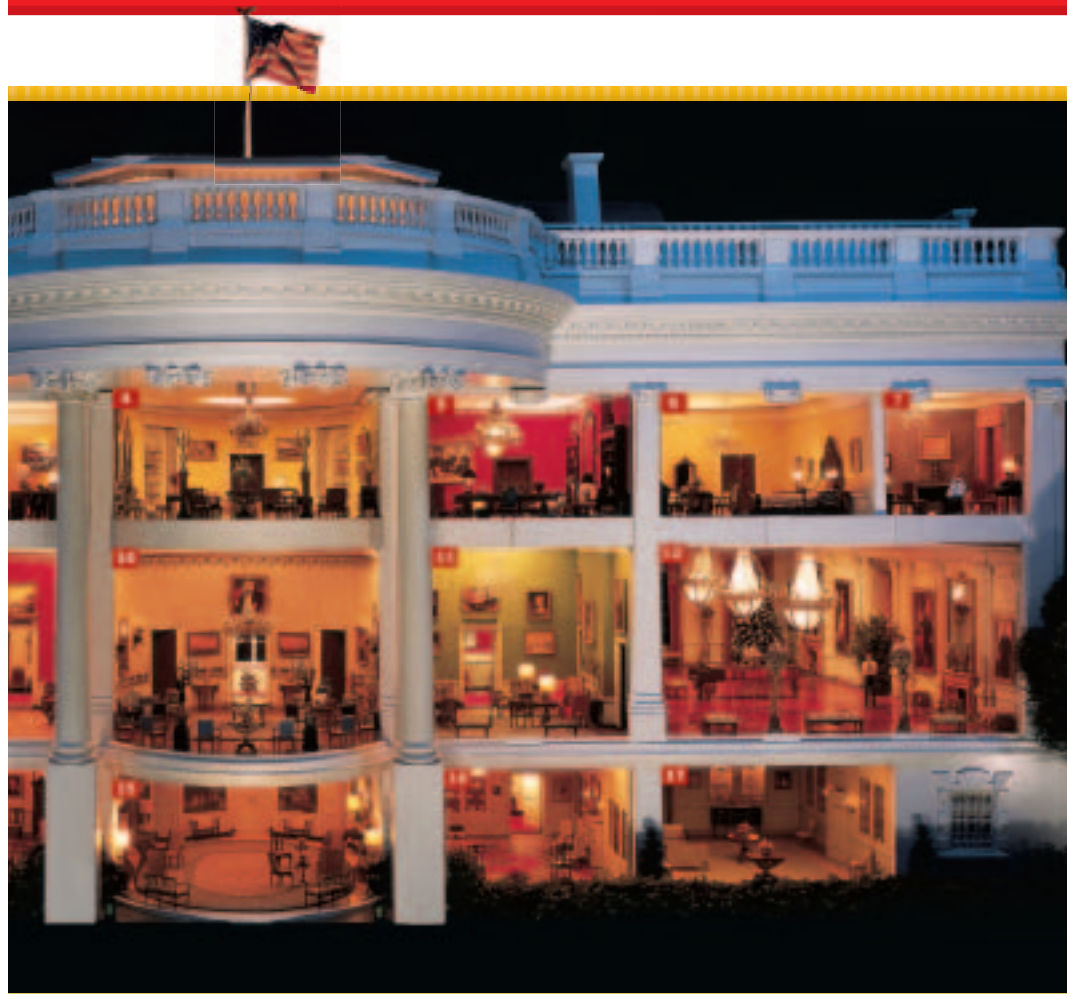
Over forty years, through his own time, work, and financial support, and with the help of thousands of volunteer craftspeople, the Zweifels have created a model considered one the world's finest miniature buildings. It has toured all fifty states.

S Skill Practice

Analyzing Visuals Ask: **Why do the numbered descriptions include more than just the room's name?** (They include historical facts to demonstrate that the White House is not just a fine building or the president's home, but a place in which history has repeatedly been made.) **OL**

Did You Know?

The White House is one of the nation's most popular tourist destinations, with more than a million visitors a year. The guided tours of the White House, however, reveal only part of the building. Government, after all, is going on at all times in this building, as is the daily life of the president's family. Even people who have toured the White House see new areas and behind-the-scenes details in the Zweifels' model.



Steven P. Wiedoff for TIME

10 BLUE ROOM

Where Grover Cleveland married Frances Folsom, in 1886.

11 GREEN ROOM

Thomas Jefferson's dining room is now used for receptions.

12 EAST ROOM

The largest room in the mansion, it was used by First Lady Abigail Adams to dry the family wash.

13 LIBRARY

Placed here by the replica designers, the presidential library is actually located behind the Vermeil Room.

14 MAP ROOM

Decorated with Chippendale furniture imported from England, this room was inspired by Winston Churchill's World War II map room.

15 DIPLOMATIC RECEPTION ROOM

Site from which F.D.R. broadcast his ~~reside~~ chats (though the ~~replace~~ at that time was fake).

16 CHINA ROOM

Edith Wilson, First Lady from 1915 to 1921, used this area to display china.

17 VERMEIL (ver-MAY) ROOM

This room takes its name from a display of vermeil (gilded silver).

A Long Road

The Zweifels' quest to create a replica of the White House took decades. After going on hundreds of public tours of the mansion, they finally persuaded President Gerald Ford to let them look behind the scenes.

S



Reading Strategy

Read to Write

Writing a Letter Have students write a letter, either individually or as a class, asking the Zweifels to travel to their school and to display the model. Encourage students to persuade the Zweifels to make this trip by

discussing how viewing the model would enrich their current studies. Students may also suggest activities to take place while the model is on display, such as speeches or celebrations. **OL**